

American notebook

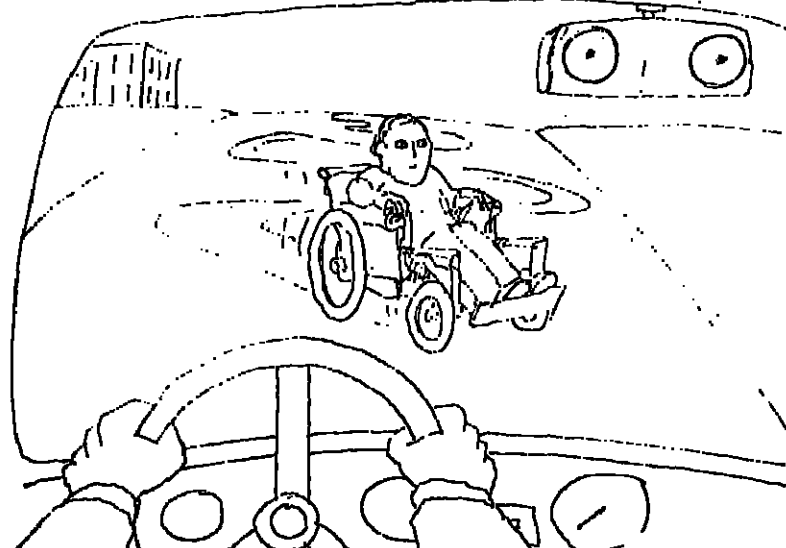
"One of the toughest pieces of Civil Rights legislation yet enacted." This was how the staff at the Bureau of Education for the Handicapped, Public Law 94-142, otherwise known as the Education of All Handicapped Children Act of 1975, is a formidable monument to the success of the handicapped lobby in getting their members into the steadily extending tent which someone has wilyly called the "scheduled castes" which are deemed to deserve legislative protection and (in the name of non-discrimination) important favours.

So now, in addition to the rubric of the University of California, the procedures designed to increase the numbers of students and staffs from ethnic minority groups, there is the formal statement that the university does not discriminate on the basis of handicap in admission or access to, or treatment or employment in, the programs and activities it operates.

The university reckons the cost of adapting buildings and stairways to take wheelchairs in millions of dollars. It will absorb a large proportion of the budget for maintenance and improvements for many years to come. But not too many years, because the Federal Government is obliged to police the process and 94-142 lays ferocious financial penalties on authorities and institutions which fail to fulfil their obligations.

In the present civil rights climate, the cause of the handicapped has been easy to present as the great moral issue. It is undoubtedly. Every legislator has some relative, however distant, who comes into the category. A series of court cases helped to establish the cause as one of legal right as well as sentiment. The lawyers are a bit huffy about the litigation: the decisions of lower courts in Pennsylvania, which set some of the important precedents, were not appealed to the highest level (some interesting and lucrative briefs not away) and the defendants in the actions, being public authorities, seemed to collude in the judgements against themselves. The politics of guilt took over, and the legislators stepped in with their far-reaching Bill.

In terms of higher education—and I have started here, only because I am writing from Berkeley—the implications are mainly physical and technological. The motorized wheelchairs, which spin around the campus, are here for all to see. Motorists are wise to keep their eyes open for such vehicles approaching on the wrong



side of the road in drunken zig-zags, steered by small movements in the head or other ingenious prosthetic expedients. The city authorities have already gone a great deal further than their British counterparts in modifying pavements and kerbs for the chairborne handicapped.

The biggest impact of the new legislation, however, is now going to be felt in elementary and secondary schools. This, of course, is where the civil rights of the handicapped plug into the civil rights of the ethnic minority and the politics of race. A disproportionate number of black boys and girls with learning difficulties—the learning disabled—are to be found among the blacks and Hispanics. All the familiar arguments about the fairness or otherwise of the tests used to diagnose pupils' needs for special education come to the fore.

With the report of the Warnock Committee expected in the early summer, it is going to be interesting to see how far down the North American line Mrs Warnock and her colleagues decide to go. The Americans have adopted the basic principles that handicapped people must be offered as a right "the least restrictive educational environment". And "restrictive", in effect, is interpreted to mean any deviation from the normal educational programme which is not absolutely necessary. If it is possible, therefore, by arranging extra support—transport, equipment, aides, tutoring—for a pupil to remain in an ordinary class, then this must be done.

"Mainstreaming" is the principle on which everything else is based. What is more, every child who is diagnosed as in need of special help has to have an individual programme written for his or her education by a team of teachers, expert consultants together with the parents. In fact, even the process of diagnosis itself can only take place with the consent and participation of the parent. The State of California has its

own handicapped children law which conforms to the Federal requirements and is due to be fully operative by 1981. In the meantime a series of pilot projects are under way, one of which I visited in Contra Costa County, near here. Dr Sue Grossman is "program specialist", working with a large group of schools overseeing the arrangements for educationally subnormal and severely subnormal (these are not the labels she uses).

One effect of the recent laws has been to bring the formerly inadequate children into the educational net, and to impose on the school authorities the obligation to provide the maximum training and self-reliance for every individual according to his or her degree of handicap. Recent research seems to have convinced everyone I spoke to that a much greater amount of learning can take place, even among the formerly ineducable, than had ever been supposed under the old regime.

Mrs Grossman has a number of possible ways of attending to the needs of the individual pupil. Some of these may involve help beyond the area of a single school district (which is likely to be much smaller than that of an L.E.A.). Some services are provided at the county level which lies between the local school board and the state education department.

The first of Mrs Grossman's options is to keep the pupil in the ordinary class but to draw on the help of resource specialists inside the school who provide additional tuition and support. If that is not going to meet the situation, she may be able to get the pupil transferred to a special class within the school. The pupil could then take as much part in the ordinary life of the school as possible and go to many regular classes as could be managed while at the same time receiving the support of a special group.

Or she could find a special class attached to another school to which children would be sent from a wider

area and where more specialized attention could be given. I visited one such class attached to an elementary school, where rather more than 20 children were being taught by two teachers and three aides (one of whom just happened to have a PhD in special education).

Ellie Roe, the teacher, explained in a business-like manner the pretty intensive programme which the class pursued. The mornings were devoted to reading and writing, the afternoons to number, using a variety of activities which looked very much like those in a good infants' school, but which were very highly structured. The object was to get the children into regular classes at the earliest opportunity, starting with small but steadily increasing doses.

In a secondary school a few miles away, Bruce Campbell was doing the same sort of thing with a group of older children whose difficulties included various kinds of nervous breakdown, specific reading disabilities. He had to be a generalist capable of helping his charges across the whole curriculum. And he also had to be able to negotiate on their behalf with the regular teachers in the rest of the school who would only take his pupils back into the mainstream if he could convince them that he would help them make the transition.

Due process

Many of the ideas being put forward in the name of "mainstreaming" are familiar and well developed by good special education teachers everywhere. But what, as so often, distinguishes the American approach is the determination to present the policy in terms of legal, enforceable rights and due process, rather than as an obligation of enlightened administration and professional judgment.

Due process is set down in full. The parent's rights on behalf of his child are similarly laid out. These have to be explained in detail, and the parent has to sign a statement to say that he understands them fully. There is a legally prescribed timetable which



Next week
Donald Peters explodes myth of American Headstart programme
Tony Hecher and Stuart Macdonald on the trend towards school-based curriculum development

(ii) ABA is a multiple of 7, when A+B is 7 or 14.
(iii) ABA is a multiple of 13, when A+B is 13.
(iv) ABA is a multiple of 17 when 3B-2A is zero or a multiple of 17.
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PROBLEMS OF AGE
1. John is older than Mary; twice John's age in years added to three times Mary's age in years make a total number of years that is a multiple of 5. Show that the difference between their ages must also be a multiple of 5.
2. The average age in years of Tom, Dick and Harry, whose ages are all different, is less than the average of the squares of their ages. Show that the sum of their ages is less than 100.

TIR YOUNGER GENERATION
There are 105 children attending the Manchester Church Primary School, where (a) 5 boys have a brother or sister in the school, (b) 10 boys have only one brother or sister in the school, (c) 12 boys have one brother and one sister in the school, (d) three boys have one brother and one sister in the school, but (f) none of the children at the school are in the same year as their brother or sister. How many girls are in the school?

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Extra : Geography
Physical, economic, human and historical geography today, the role of the geographical societies, the benefits of field work, geographical examinations. pages 25-44

Religious books
These special pages of reviews pages 21-23

Infinitum
The area of science fiction continues in London. Christopher Isherwood's book, one of the best in the series, is reviewed. page 17

Back to base
The battle of school-based curriculum development. page 14

Classified ad
Index page 26

Educational Supplement

FRIDAY MARCH 24 1978 NUMBER 3274

FIRST PUBLISHED 1910 PRICE 18p

With apologies, a blueprint for a fairer future

Self-effacing apology marks the Inspectorate's working paper on the Curriculum 216. Much heralded and already widely discussed in outline, this collection of papers is neither the wonderful panacea for comprehensive secondary schooling that a confused public would probably welcome even if it was unrealistic, nor a blueprint from central government on what should henceforth be taught in all our schools. Although there will be those who seize upon some of the phrases and suggestions made with cries of "invasion of autonomy", they will be hitting a straw man. Such prescriptiveness as the papers contain, while provocative of thought, is hardly threatening.

Yet even so—a symptom of the nervousness at the DES—scapegoats have been carefully appointed lest professional opinion prove hostile: "The views expressed are those of the authors and not necessarily those of the Inspectorate and the Department of Education and Science."

This anxiety is due no doubt to the fact that while the tone is placatory, the authors have in the assembled papers

gone quite a way to producing checklists of skills which they suggest the public might with justification expect secondary schools to inculcate. Such lists could seem to cut across the curriculum review.

Presented as coconut shies and full of open questions the HMI do none the less invite a radical reassessment of both the skills and the values which schools aim to teach. Furthermore, by providing time-table and staffing models they begin to move the debate out of the realms of abstraction, and by including a paper on mobility the discussion is extended beyond the relatively safe ground of individual schools.

This curious schizophrenia may perhaps be explained by the uneasy coexistence within the DES of the two separate curriculum exercises. The Inspectorate is following a timetable of studies arranged before the Great Debate was ever launched. Quite apart from this study there are the national primary and secondary surveys, a survey of behavioural units now complete, a study of the effects of RSLA now also complete, and a large number of others. The Inspectorate was indeed specially

reorganized to promote this aspect of its work. The whole exercise is characterised by an insistence on sticking to what is possible and what is actually happening. It seems maddeningly slow, tentative and frustrating to those who long to see "something done about the schools".

This activist pressure is obviously felt most keenly by ministers and by their senior civil servants. Their impatience is understandable, politically expedient and probably the Inspectorate's fault for being pussy-footing. Hence the parallel exercise being carried out through the curriculum circular.

That exercise, focussed on local government offices and taking only a few months has however little chance of getting to grips with the knotty problems of conflicting priorities, limited staffing, muddled thinking and hurried practice which is the reality of life in very many busy, complex secondary schools.

But the danger is that the circulars which result from the curricular review will peddle the simple solutions which so many people seem to be demanding:

maths for all to 16, science for all. If there is a change of government before the exercise is complete—and the chances must be good that there will be—that pressure could be intensified. The trouble is that such edicts would not change much in the schools but they would deflect attention from the need to face difficult and detailed questions. They would also deflect attention from the most useful thing that the DES can do: that is to tackle the standards, the training and the working conditions of the teaching profession in order to create conditions in which serious work can be undertaken on the curriculum and on learning. That of course is less tempting for politicians since, unlike exhortations from above, it means money.

No comment
"Legally, we must ensure that the best use is made of the college facility. We must judge whether some time should be invested in this person to effect a useful conversion of the existing investment or if we should terminate the student and cut the loss"—student's notes of a case study on counselling.

Eight subjects said to be essential for a 'socialised' secondary curriculum. Bob Doe reports

What every child should know: HMIs put the case for common core

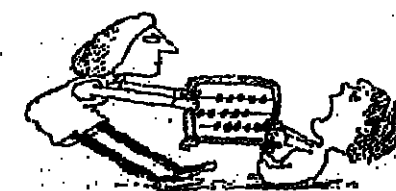
The long-awaited 11 to 16 curriculum papers from Her Majesty's Inspectorate were published this week. They argue for a common core curriculum for all up to the age of 16 and suggest what might be included in it.

Few of the ideas are new. Many of them have been floating around in one form or another for at least a year and the Inspectorate is to be congratulated for having brought them to the attention of the public. The papers, however, are intended as discussion papers to inform teachers and local authorities in rethinking secondary curricula, they have appeared four months after the Department of Education and Science asked local authorities to carry out a review of the curriculum.

The papers do not represent the views of the Inspectorate as a whole. But this collection of views from various HMI specialists:
● Argues for a common core for two-thirds of the curriculum for all children up to the age of 16.
● Says that social education should be achieved by teachers themselves setting a good example of thoughtful and tolerant behaviour.
● Sets out the basic skills and attitudes all children should have for life and work.

There are 12 separate papers from different HMI specialists and committees on the contribution of their subjects to the common core. The papers on political education have already been printed in the TES (November 25).

Some are general, others more specific. The science paper, for instance, contains a list of 65 words, like acid, atom, anomaly, appropriate and temperature which, it says, every child should understand by the end of a compulsory science course. One notable absentee is modern languages. Though HMIs reported on the state of these in comprehensive only last year, the tone of that report and the absence of any specific reference to them in this collection, leaves a question mark



Maths: Pupils must have a rational approach to computers.

and grammar schools. Schools have taken on more responsibilities and a host of different curriculum projects, proposals and suggestions have appeared. "It is hardly surprising, therefore, that in matters of the curriculum especially, variety is the order of the day. Such variety can reflect a healthy environment and vigorous and purposeful development in response to local need and opportunity; but equally it can be associated with a question mark."

Continued on page 4

Crossword No 1,125



Across

1. Excessive grudge makes one up to pieces (8, 2).
2. A year in a fair way? (7, 6).
3. As you like it in Latin (2, 3).
4. Place for drinking off the wall Chinese value... (7, 7).
5. Necessary spirit of adventure (6).
6. The fighting of 2 Superb ophidian? (7).

Down

7. Does it put mountain-tainers in the picture? (8, 5).
8. Block to sing about (6).
9. Do they ensure flits for nurserymen? (6, 7).
10. Patricia comes up with it for a stager (5).
11. Spectacles for spectacles (10).
12. Quite the reverse of front seat cows (6, 4).
13. Allegation for defendant number (7).
14. The spirit of a lark (6).
15. When our star rises (3, 2).

Solution to Puzzle No 1,124

Maths teasers

PALINDROMIC NUMBERS
A number whose figures read the same backwards and forwards is called a palindromic number. A palindromic number with four figures, such as 4774, is always a multiple of 11. Can you explain why? A palindromic number with three figures is of the form ABA, and this is a multiple of 11 only when 2A-B is zero or 11. Explain why this is so, and so find all the palindromic three-figure numbers that are multiples of 11.
Some palindromic numbers of three figures are primes, such as 101 and 131. Show that if ABA is prime, there are only four choices for A.
Verify these tests for finding factors of ABA:
(i) ABA is a multiple of 3, when the difference between A and B is zero or a multiple of 3.
(ii) ABA is a multiple of 7, when A+B is 7 or 14.
(iii) ABA is a multiple of 13, when A+B is 13.
(iv) ABA is a multiple of 17 when 3B-2A is zero or a multiple of 17.
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'Children have a right to be prepared for their place in society and work'

What the inspectors say, from page 1

ated with an inadequate sense of direction and of priorities, with too little coordination both within and between schools, and with a reluctance to evaluate the curriculum offered as a whole. The contributory factors are many.

"Schools have often been stimulated into changing their curricula and introducing new patterns of working, but many of the teachers concerned may have had little training or experience in planning such developments.

"It is, indeed, fair to say, we believe, that the hierarchical organ-

expect if they are obliged to stay in schools until they are 16?

Without doubt, they say, children have a right to be prepared for their place in society and work. At present the system operated by schools often prevents this. Children are sometimes allowed or encouraged to give up major areas of study. Instead the HMI's want a common core curriculum.

They also found that further to introducing all pupils during their compulsory schooling to certain essential "areas of experience", which they list—the aesthetic and creative; the ethical; the linguistic; the mathematical; the physical; the scientific; the social and political; and the spiritual.

This theoretical checklist has still to be tried out in practice, they say. Five local authorities—Lancashire, Cheshire, Wigan, Hampshire and Nottinghamshire—and 45 schools are now doing this in various parts of the country.

In the second main paper, *Schools and Society*, the inspectors say schools have to foster in the young a sense of obligation for others, and to maintain acceptable behaviour. "Social objectives do not require the introduction of new subjects into the curriculum. Most of the necessary knowledge can be transmitted through established subjects or combinations of them.

"Attitudes cannot be taught, but often taken by the few and carried out by many.

isolation of many secondary schools does not give the majority of teachers the sense and experience of being involved in fundamental educational thinking: decisions are often taken by the few and carried out by many.

"Or, schools may have operated in comparative isolation, picking up some ideas from outside, but largely having to learn from their own mistakes. The advice and teaching materials from major curriculum projects have not always made the expected contribution, and indeed there is so much on offer that it is difficult to choose what to use.

"In too many cases, curriculum planning has been piecemeal—a matter of trying to cope with particular situations and problems as they arise rather than of developing a coherent programme based on a carefully thought out set of objectives, appreciated, understood and agreed upon by the whole staff.

"It is doubtful if the country can afford educationally as well as financially—the wasted effort, experiments embarked upon and left unfinished or uncompleted, unnecessary repetitions, and most of all, the apparent lack of agreement on fundamental objectives.

"Pupils and their particular needs and circumstances differ but we believe there are general goals appropriate for all pupils, which have to be translated into circular objectives in terms of subjects/disciplines/areas of learning activity.

The question the HMI's ask is: What do pupils have a right to?

Economics: a basic understanding should be part of every pupil's intellectual equipment.

ever their specialisms, substantially contribute to all the social objectives that are a proper part of education.

"In *Schools and the preparation for work* they say that by 16 all pupils should:

- be able to participate effectively in a conversation; set down clearly what they want to express; write letters and simple descriptive reports;
- be at ease with diagrams, symbols and graphs; have confidence in arithmetic; understand money and the common units of measurement; use a pocket calculator

little obedience and an excess of pride and presumption. The commerce of letters would drive out that of goods from which the wealth of the state is derived. It would, indeed, fill France with quibblers more suited to the ruin of good families and the upsetting of public order than to the doing any good for the country. It is for this reason that statesmen in a well-run country would wish to have as teachers more masters of mechanics arts than of liberal arts.

"The words are from Cardinal Richelieu's *Political Testament*, and they provide a useful starting point for exploring the connexion between curriculum and history and in particular the historical and geographical imperatives that education has to obey.

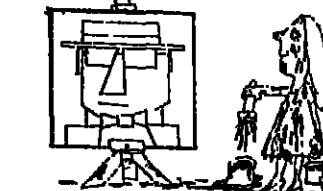
France had long land frontiers, those to the north and north-west being particularly vulnerable to attack. She also had a separatist tradition that made national unity the more difficult to achieve. Only a strong, central government could save the French people from the aggression of their enemies and the anarchy of their friends. It seemed to Richelieu and later to Colbert that the nation's survival required a form of centralism that enabled the state to control all aspects of life essential to France's wealth and strength.

Richelieu's iron hand may not



iden visually with confidence, a sharpened sense of language and have some awareness of visual commercial influences. Drama provides confidence moving and speaking, enjoyment of plays and good theatre, a maturity sensitivity to people in other walks of life and an awareness of social and social issues.

Religious education should be every child to be able to give



Art: it is wrong to think education has nothing to do with earning a living.

coherent account of the life of Jesus, to recall the major Christian festivals and the events they commemorate, to describe the features of worship in a Christian church and of at least one other faith, and to be able to discuss at least one of the major religious beliefs. Behaviour, the religious education inspectors say.

Classics is the second longest of the subject papers, and justifies the inclusion of this subject in terms of all eight of the 'areas of experience' essential to a common core, as does the history paper.

History inspectors outline subject skills relevant to 11 to 16-year-olds as being those of abstraction, analysis, evaluation, communication and synthesis.

Economics. A basic understanding should be part of every pupil's intellectual equipment of every 16-year-old, the economics paper says. Economics, business studies and commerce do not need to be made compulsory subjects but one of the key areas of study in the required curriculum of every child.

The linguistic, mathematical and social and political areas are those most closely allied with economics.

The paper on political education argues that schools should encourage a child's participation in democratic decisions taken nationally, in trades unions, in schools and in pressure groups.

In addition to these the inspectors append a list of 65 key words that every child should understand as a result of a core science course. Technology prompted the inspectors to say, 'Any curriculum which seeks to be appropriate to the needs of contemporary society and which endeavours to give school leavers the kind of information, competence, ideas and attitudes they need in order to look after themselves and to take up their share of the common task must not fail to ensure that technology is fully and effectively catered for.'

Art. "One of the more inexplicable absurdities of curricular planning is the kind of opinion arrangement which allows art to be forced out in favour of further 'academic' subjects", the art paper says.

Every pupil should be able, by the time they are 16, to express an

men who raised too many questions upon public order and undermined the authority of the state. Engineers do not make robots.

None of these issues worried the British because they were not seen as a conflict between education and national wealth; how could there be when there was no connexion between the two. But Richelieu spotted the connexion 300 years ago. The difference is not between open country to the north and north-east of Paris and the English Channel.

Between 1066 and 1940 there was, for the British, no serious, certainly no sustained, threat, of enemy attack. Secure within their natural barrier of the sea, the British could afford to take a superior view of countries that were victims of absolutism and to regard central government control as something inherently alien to their way of life. They could also afford to regard education as something detached from the realities of national wealth and survival.

In France—and in Germany—problems of defence also meant that military institutions would play an important role in society and that military technology would influence the bias in the school curriculum. Absolutist government preferred the mechanical arts to the liberal arts for additional reasons; as Richelieu pointed out, a liberal arts education tended to produce

Hierarchy of success for job-seekers

Success in finding a teaching job is closely related to the type of course a student takes, according to an unpublished survey by the Department of Education and Science.

The report, which was presented to the Government's Advisory Committee on the Supply and Training of Teachers, talks of a hierarchy of success for students seeking jobs in 1977.

At the top were post graduate Certificate of Education Students from the universities. Then came the post graduate students outside the universities, followed by the Bachelor of Education students and those with Certificates of Education.

The figures for the four groups were respectively, 77 per cent success, 70 per cent, 63 per cent and 50 per cent.

The survey covers all non-university institutions of teacher training, and the DES received replies to its questionnaire covering 89 per cent of an estimated total output of 32,500 students.

Allowing for the institutions which did not reply and the

students whose fate was unknown, the survey estimates that 7,259 were unemployed and still seeking teaching posts at the end of last year.

However, it says, the true figure is probably higher since those about whom nothing was known were likely to have been less successful in getting jobs.

The position of those with BEds and Certificates of Education was worse than in the previous year. In 1977 63 per cent of those with BEds found jobs compared with 74 per cent in 1976. Comparable figures for those with Certificates were 50 per cent and 56 per cent. For postgraduate students the position was the same in both years.

The proportion of those who took jobs outside teaching went up. This may indicate a greater willingness on the part of leavers who have failed to obtain teaching employment to take up other forms of employment rather than remain unemployed.

Physical education students had the greatest difficulty in finding jobs. They were followed by English and drama students, history, home economics and geography students.—THES.

'Scrap shop-floor plan' call

The Government seems certain to abandon the move to insist on a period of paid employment before entrants to teacher training are admitted to college.

Its Advisory Committee on the Supply and Training of Teachers decided last week to recommend that industrial experience should not be demanded of candidates for teaching. At the same time, the committee acknowledged that the experience could be valuable.

When the Government first mooted the idea in December it was rejected by the committee because of strong opposition from teacher union representatives.

The committee also welcomed last week a suggestion that representative of racial minority groups

should be consulted before special arrangements are made for candidates from among them to enter teacher training.

In December the Government suggested that some institutions could combine preparation for a level with other supporting studies. The idea was welcomed in principle by teacher representatives, but minority groups were opposed to any selective lowering of standards of entry for their candidates.

Concerned at the number of institutions now offering further education teacher training courses with no standard validation, the committee also recommended that a system of validating bodies should be set up. This will include more than 20 universities and the Council for National Academic Awards.

RE in jeopardy, says MP

Only urgent action could now save religious education, Mr Norman St John-Stevens, Opposition spokesman on education, said in Manchester on Monday. He told a Conservative conference on religious education that he did not believe ministerial statements that there was no shortage of religious education teachers.

"The fact is that unless urgent action is taken by the committee based on misleading information, he said. Although heads were quoted in a DES survey of shortage subjects last year as saying they had few vacancies for religious education teachers, they did so because those jobs had, in fact, been filled.

"In many instances by teachers of other subjects. In effect the jobs had ceased to exist.

"My estimate is that there are about 6,000 specialist teachers of religious education in the maintained secondary schools of England and Wales out of a total of some 10,000 teachers. This low figure is worrying enough, but if we look at individual areas the position is even more alarming."

In Welsh maintained schools 25 per cent of those in charge of religious education had no religious education qualification whatsoever, and of those assisting in religious education departments only 30 per cent had any religious education teaching qualification.

In Lancashire, long considered one of the leading education authorities, there were 122 maintained secondary schools of an average of about 1,000 pupils. "At present, there is not even one religious education specialist for every school. If each of these 120 schools were to have at least one religious education specialist, Lancashire would need another 27 qualified religious education teachers, but only one religious education specialist for 1,000 pupils is hardly enough."

"If we turn to the county's primary schools we find only 40 qualified religious education teachers spread over 750 schools."

That was a measure of the problem all over the country. "The truth is that religious education is in the throes of a major crisis and we will need major measures to put the matter right."

Colleges not ready for £160m young jobless plan

The Government's new £160m programme for the young jobless is going ahead, although colleges are still waiting for guidance from the Further Education Unit on the courses they are expected to run.

The programme is due to start in a week's time, but the unit's board only approved a final draft last week. This will have to be discussed with the Manpower Services Commission.

The delay is likely to add to the doubts over leading figures in the unit's education wing. Beginning to measure up to the task, the Rev Canon George Talley, principal of

Sheffield Polytechnic, who returned from Canada yesterday to take over as chairman, is expected to be asked to resign. He is said to have no secure more staff, say the critics, or risk it losing credibility.

Mr Fred Flower, principal of London's Kingsway-Princeton College, said this week: "Work is beginning to be done, but I am not sure what they are supposed to do. The failure of either the Manpower Services Commission or the unit to produce anything is leading to confusion and a great deal of criticism. Perhaps through no fault of its own, there is a feeling that the unit will lose

credibility. It must be given proper resources to do its job."

Concern about the lack of resources was expressed at a meeting last week of the Rubber and Plastics Processing Industry Training Board study group, which includes influential figures from further education, the teaching unions, and industrial management. The board's chief training adviser, Dr Maurice Kaufman, said afterwards: "The unit's field of study is too narrow. It needs to be able to deal with training as well as further education, which cannot be separated, and it must have the resources to do it."

Heads lay down limits for a conduct code

by Bert Lodge

A 52-point Code of Conduct which would be the basis for a General Teachers' Council was published yesterday by the National Association of Head Teachers.

Under it, teachers would enter into detailed commitments to the seven major constituent elements of the job—pupils, colleagues, parents, governors, employers, the community and the profession itself.

Misconduct or grave professional default related to any of these areas of obligation would make teachers liable to be struck off the register of qualified teachers drawn up by the council. Offences which might disqualify a teacher

of professional self-government is accepted by most professions but the teaching profession has never laid down standards of conduct for its members.

At present it is the Secretary of State who decides if a teacher is unsuitable for employment on grounds of criminal conviction or misconduct. At the same time, under the Trade Union and Labour Relations Act, 1974, an employer can fairly dismiss an employee for a reason related to conduct or if the employee cannot continue to carry out his duties satisfactorily.

Under the heads' proposals the power now vested in the Secretary of State would be transferred to the General Teaching Council. The association accepts the Weaver proposals that any teacher struck off should have the right of appeal to the High Court or the judicial committee of the Privy Council.

The General Teaching Council would have two committees: a professional conduct committee, with a disciplinary function, and a complaints committee, which would determine whether a case should go before it.

Commitments to the profession which would be required of teachers include: respecting professional agreements negotiated by professional associations, not misrepresenting professional qualifications, not accepting gifts or favours which might impair professional judgement, and not engaging in gainful employment outside the terms of contract which would adversely affect the teacher's standing with students, associates and the community.

Mr David Hart, general secretary-designate of the National Association of Head Teachers, said that establishment of professional self-government would not interfere with the right of employers to take their own action in cases of misconduct.

Sexual misconduct with a colleague which has an adverse effect upon the school or the position of the teacher is among 16 new life breaches the trust between teachers and parents and their children at the school. (For example, exertion of improper influences upon pupils or their parents' family life; sexual relationship with a pupil.)

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MACMILLAN EDUCATION

Easter conference previews by Stephen Cohen and Bert Lodge

Blackpool: an uncanny hush in the NUT ranks

A year ago the National Union of Teachers' executive committee set out well and truly to clutter the tiny left-wing fringe in its quarter of a million membership. This year the battle has been won.

The left has been routed. There has been no repeat of the William Tyndale scandal, no sign of a Little Hford saga (the school where 30 NUT members were disciplined after staging unofficial action for an hour) and there is now an uncanny quiet in the ranks.

Last year's election calls from Rank and File, the splinter group (they prefer to call themselves a major group) of Socialist Worker Party members and sympathisers, demanding action to solve teacher unemployment have become muted.

No longer is the Rank and File magazine peppered with fighting talk of nation-wide action. The credo is still there, but it has been consigned to the back page under a heading: "What we stand for".

The splinter group has itself been split. A new body called the Socialist Teachers' Alliance has been formed and is made up of Labour Party members, socialists and other non-aligned left wingers.

The defeat of the left is acknowledged by Dick Rank, a Rank and File member of the NUT executive. David Pickett, editor of the STA magazine says Rank and File is now very much more thinly spread as a direct result of the STA being set up. He puts his membership at about 300. Rank says his membership is roughly the same.

There are signs, however, that the two groupings could come back together. They are holding two joint meetings at Blackpool and next year it is hoped that agreement can be reached on fielding candidates for NUT executive elections.

The left's decline this year can be traced back to the annual conference at Eastbourne last April. Delegates approved a change to model rules for local associations which required "secret" ballots for elections of local officials and executive delegates.

Many local branches of the union conducted their affairs in this way already, but in some areas delegates and officers were chosen at mass meetings and the favoured left.

Going back even further, to 1975, are the disciplinary measures which added teeth to the union's controversial rule 8 which bans unofficial action. Delegates this year will be asked to rescind this rule which threatens members with a range of sanctions from a warning to suspension if they take unofficial industrial action.

The major blow to left-wing activity has been the increasing willingness of the union's action committee to approve official action in the campaign against cuts in education spending and the effects those cuts would have on staffing ratios.

By sanctioning more areas to ban standstill for absent colleagues, the action committee has drawn the teeth of the left's major criticism that the union was not doing enough to defend education.

But the current dispute over pay and the withdrawal of NUT members in their thousands from school dinner and playground supervision has revealed to the left a militant tactic which they can adopt without fear of retribution from the union's disciplinary machine.

NUT general secretary, Fred Jarvis, concludes that the union could use discipline against members who refused to do dinner duty. This is a purely voluntary activity, he says. It is up to teachers to decide if they want to sit with children at lunch time.

So if a militant staff room in inner London, Rank and File's strongest area, decides to use this tactic in support of whatever aim it wants, the NUT can do nothing to prevent it. Official approval is not needed, retribution is impossible and the road seems open to action of this kind spreading in the future.

The union was aware of this possibility last year when the executive debated whether to bring voluntary activities within the ambit of rule 8. It was decided that nothing should be done.

The power of the tactic, though, depends on the degree of disruption

it will cause. It is unlikely that the withdrawal of teachers from school meals duties in inner London would do much to put pressure on the Inner London Education Authority. The tales of rampaging pupils running riot in unsupervised schools last week came mainly from the Midlands and North of England—precisely the areas where the left has its most scattered support.

One or two Rank and File or Socialist Teachers' Association members who down their knives and forks in a Sheffield dining hall are not going to have much impact.

But the withdrawal from voluntary activities has given the bulk of the membership a taste of industrial might. They know the difficulties it causes, when done en masse, they can see the effect it has on local authority officials who have to procure temporary helpers at short notice and some expense, and they feel safe in taking this form of action because it is perfectly permissible under the terms of their contracts of employment.

Fred Jarvis sees the dinner duty ban as more powerful than striking. "It opens for the future a weapon which is more effective than a strike which is expensive anyway. There is nothing to stop teachers undertaking withdrawal of good will."

The conference will not debate the sanctions used during the current pay dispute unless the executive decides that it wants to step them up. The review of action undertaken in the past year concentrates on the cuts in education spending and the various forms of protest that took place in 27 areas during the year.

The union claims to have saved 4,000 jobs by forcing local authorities to withdraw or reduce proposed cuts in spending and the executive report on action recommends that in the coming year there should be no let-up in the vigilance of local associations.

New maxima for class sizes are proposed. These lay down that infant reception classes should have no more than 27 children, primary schools should have at most 32 in a class and secondary schools should be restricted to 30.

The union's eventual aim is a maximum class size of 30 in all



schools and 25 in reception classes.

The executive hopes that its proposals will be approved by the conference. On the other hand, the first motion on the agenda—the second highest individual priority—went to a motion on fulling rolls which is third on the order paper.

Class size attracted 27,858 votes. But because the subject heading was voted as the most important, the motion, from Spen Valley, goes to the top of the list.

The most psychology of annual conferences seems to demand that the membership should unite at some stage during the proceedings to assert its strength and power. Last year delegates threw out a proposed 8 per cent increase in subscriptions while voting for more money to be spent on financing the union's weekly newspaper *The Teacher*.

This year the finance committee has come back with a "we told you so" proposal for a 20 per cent increase in subscriptions. The extra revenue is plainly needed for an expansion in the union's work.

So in fifth place on the agenda is a motion on the control of the curriculum which gained the highest individual vote of 51,619.

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The executive is fairly confident that the subscriptions rise will go through, but if the conference decides to assert itself on any issue it seems likely that this is going to be the one.

It is in secret that the main area of expansion in union work in recent years has come about as a result of legislation. The Trade Union and Labour Relations Act, the Employment Protection Act and the Health and Safety at Work Act have provided many benefits to employees, but have increased tremendously the casework, the preparation of materials and the involvement of the union in tribunals and appeals.

Taking a case of unfair dismissal to an industrial tribunal can keep a regional official out of his office for a week at a time. The union's action against spending cuts has also cost money.

It is with some irony that Fred Jarvis concedes that the NUT has had to fight local authorities in defence of a policy advocated by Shirley Williams. Central Government says more teachers can be employed and makes provision in the rare support grant, but local government just to be pressured by teachers into taking up the option.

"We are doing Shirley Williams' service because we are fighting an expenditure," Mr Jarvis says. "In the absence of a specific grant for education we are fighting the Government's battle, whether it is in service training or falling rolls or whatever."

"It is regrettable that we have done it but it is vital to our interest. Thank God we've had some success."

Teachers have had three bad years, Mr Jarvis says. Morale is low, they are under attack, there is unemployment and cuts in spending. Now he thinks there is a glimmer of hope for the future. He talks with chief education officers he detects that things are not so bleak. Extra teachers can be found, more can be released to go to service training, and can be employed slightly. Repeating can be a start again in some schools.

"I hope to look forward to a better year," he says, and it is possible.

Stephen Cohen

Harrogate: numbers add up to grudge

As the 1,200 delegates to the annual conference of the National Association of Schoolmasters and Union of Women Teachers stroll through Harrogate's Valley Gardens next Wednesday morning, heading towards the first motion on the order paper, their thinking is unlikely to be entirely about salaries and the way they drift.

True, the priority motion from the executive will relate to Houghton parties and Burnham scales, and delegates are expected to reaffirm that refusal to do voluntary duties while the expenses for them are being taxed. But there is another aspect of Burnham which has increasingly preoccupied the NAS-UWT during the past year.

Last term the union presented to the press its 100,000th member (a woman, incidentally, and though that may have been more political than fortuitous it did give credence to the union's claim that it was then recruiting more women than men).

Membership now stands at 102,000. Mr Terry Casey, general secretary, is predicting it will rise to 107,000 by the end of next term and is optimistic it will reach 120,000 by the end of the year. This is still a long way behind the 245,000 members of the National Association of Teachers, but not so far behind for the 16 NUT representatives on the Burnham committee, of the Burnham primary and secondary committees, compared with only three from the NAS-UWT.

A negotiating body, one side of which has a permanent, bulging majority for one of its components is an awkwardness. Mr Bernard Perrow, retiring president, said at last year's conference:

"This year the emphasis will not be on the repeated failure of Burnham to settle teachers' salaries but on the single principle of fair representation."

"I reckon a ratio of 1:2 is still favourable to the NUT," Mr Casey said this week in a manner designed principally to nudge his NUT opposite number Mr Fred Jarvis, sharpening the sting with a touch of calculated impudence: of course, we can only get over 150,000 by bringing the NUT below 150,000."

In three months the NAS-UWT will lose up to 6,000 members through retirements and they will not be replaced automatically by new teacher members—Mr Casey admits that neither the NAS nor the UWT has ever recruited strongly in the colleges. But he can point out that last year his union had made up this annual loss by Christmas.

A few months ago the union emphasized the validity of its membership figures by opening the books for inspection by the Government's Advisory, Conciliation and Arbitration Service.

It has already had the satisfaction of seeing the NUT representation on the Schools Council reduced from 17 to 11 while the NAS-UWT has retained its four seats. But it is keenest to carry the struggle to the Burnham Committee now, and the time is particularly ripe given the changes in character and composition of the other teacher associations known collectively as the Joint Four (and currently holding out seats on Burnham). The Headmasters' and Headmistresses' Associations have already amalgamated as the Secondary Heads Association. The assistant masters and the assistant mistresses will follow suit later this year.

Mrs Williams knows she has got to look again at the constitution of the Burnham committee. This is an issue which will get our members next week. They will be satisfied with nothing less than proper representation," said Mr Casey. Compared with the NUT with its

two left wing groups, the NAS-UWT is fairly homogeneous and other conference motions reflect this. Before lunch on the first day, delegates will have called for full support from the Education Secretary and local authorities for corporatist punishment.

The first motion on the following day seeks to put local authority advisers in their place by insisting they be also part-time teachers. There is a guarded welcome for the Taylor recommendations on the management of schools.

Tory party thinking is echoed in a call for examination at eight to see if pupils have grasped the basic three Rs, and another resolution, calling for pupils to be "allowed to leave school at 15."

The usual dissatisfaction with the association's cumbersome rule is expressed in a couple of motions, but Mr Casey does not see that issue as generating much passion this year. "What will Burnham award near future and the restoration of Houghton promised for a bit later, our members will be looking at substance—not just the form."

Bert Lodge

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Quiet persuader takes a seat at the front

Just about the only good news last week for most of those people shut away to swop percentage points on teachers' pay was the appointment of John Tomlinson to the Schools Council.

When Mrs Shirley Williams announced in the Commons last Thursday that Cheshire's director of education will take over the part-time, unpaid post of chairman from Sir Alex Smith on April 20, there was remarkable unanimity among those who have worked with him and the Schools Council: she had made an inspired choice, the best possible candidate in terms of administrative ability, breadth of mind, imagination and personal skills to lead the council through the next stage of its rock-strewn course.

Since senior DES officials and ministers are also remarkably pleased and confident that they have got the right man, this might in itself be taken as an indication that the government—after all those body-blows about mediocrity in the 1976 Yellow Book—do now see a productive future for the Schools Council.

"I wouldn't have taken the job if I hadn't been convinced of that," says Tomlinson. Though he takes over a hot seat, it will not be quite so uncomfortable as it was for Sir Alex Smith, who brought the council through the worst of its crises of credibility and restored the morale of its staff after it had suffered a series of humiliations.

"Sir Alex stood up and stood alone. He showed belief and humanity," says Tomlinson. "One of the reasons I took the job is to carry on where he left off."

Though the habit of internal dissension is bound to die hard, the new chairman arrives as the Schools Council reforms its structure with a new constitution due to be approved by the governing council on April 14. One of Tomlinson's first jobs will be to help appoint a chief executive to replace the three joint secretaries, someone who will be able to share some of the coordinating load of the chairman.

However strong the team, though, there are still reservations as to whether the new constitution will change anything fundamental about teacher dominance and Tomlinson is aware that a number of tricky cards are about to be played from the pack to land on his new desk.

First this summer will come the report of the Waddell steering committee on the feasibility and viability of a 16-plus exam. Later in the year the results of the government's curriculum review will follow, and also IIMI's primary and secondary surveys. If the Schools Council is to have any worthwhile role at all, it must be seen to play a crucial part in advice and implementation on these major issues. Government decisions on them cannot be expected to overjoy the teacher unions.

Then there is the CEE study group (on which the Schools Council has planned so much) still to be appointed, decisions on N and P to come, not to mention such other byways as religious education and the mathematics review. The Assessment of Performance Unit may provide its own hidden curriculum and there will be more public and political calls for accountability as an election gets closer.

Tomlinson fears that the 16-plus proposals will initially generate more heat than light, since they are likely to recommend a reduction in the number of examination boards, with all that that will imply in terms of warring factions and vested interests. "There will have to be mergers into area groupings, like local government reorganization."

Though he hopes that reconciliation of opposing forces will be possible within the Council's new constitution, particularly with the forum for discussion in convocation which will represent more outside interests than teachers, he believes that a prerequisite of success must be a clear lead from the DES.

"If they don't give a clear remit we shall be in a mess. Criteria about organization and size will be very definite. You can't have undignified local wrangles among the boards. I shall measure successful administrator would. Can it be made to work?"

His own views on the 16-plus start from the basic belief that exams should be derived from the curriculum, and should not determine it. "You're mixing oil and water with a common and common philosophy of intellectual rigour and common humanity that are not compatible. It can be emulsified if you can mix the curriculum, and go back to first principles. If you can get the philosophy right you should be able to get agreement on how to organize it."

Is that expecting too much of the NUT and the threatened exam boards?

PROFILE



John Tomlinson: heading for a rock-strewn course.

"I must be optimistic about the basic altruism of teachers. If I don't believe it who will? You should always believe the best of people. If you're not optimistic you can't educate."

On the curriculum review, he expects the Schools Council to be brought in after the inspectorate has evaluated the material collected from L.E.A.s and uncovered the areas of uncertainty, overcrowding, and incompetence.

So what sort of a chairman will John Tomlinson make in the critical years ahead? The high regard in which he is held by colleagues is based on a reputation built up in a surprisingly few years at the top in local government, and a view of curriculum, examinations and management based on a very coherent philosophy.

He is 45 now, married with four children, and became Cheshire's director of education at 39, having moved into administration after a couple of years teaching.

He went to Stretford Grammar School, where one of his teachers was Jack Wrigley, professor of curriculum research and development at Reading University, and for some years director of studies at the Schools Council. When their paths crossed later, John Tomlinson reminded him: "I was a very quiet boy in the back row, not very good at maths."

Now he is the quiet boy in the very front row. In six years he has emerged in the top handful of the new generation of chief education officers, with a string of other appointments.

With almost excessive humility he confesses, "I've been surprised at everything I've been asked to do." Every time, he thinks, "this time they'll find out I've got feet of clay."

Margaret Thatcher nominated him to the Court Committee on Child Health Services, and his view that professionals from different services should be prepared to share what they know with each other and with ordinary people came through clearly in the report.

More recently, he has been appointed to represent education on the Special Programmes Board of the Manpower Services Commission, which will oversee implementation of the Holland Report. He will keep this job while giving up many others—CLEA adviser, RSG group-member, chairman of the north-west CSE board, chairman of the FE curriculum unit—to clear the decks for the Schools Council.

However he is adamant that he sees his job as education officer still as the mainspring of his life.

"I'd be ineffective as chairman if I wasn't also a good education officer, in touch with schools and teachers. I can't do that just by sitting at a desk. Generalized experience and intuition become out-dated and blunted unless you keep them alive. I won't be an absentee landlord."

It was in Cheshire that he made his reputation as an innovator, developing curriculum in-service training, working with health and social services on total pre-school care, starting a follow-up scheme for school-leavers.

John Tomlinson says he has the best job in the world as an education officer, realizing his holistic view of education and society. "I am helping to bring up a new generation of children, and I am an administrator because I find it congenial to try to articulate a large number of elements. You must be efficient and capable, but it's also an artistic experience. That is the approach I shall bring to the Schools Council."

He believes that it is possible to argue constructively in such a forum, but "You must be analytical and have a very large heart. People talk past each other—the multi-racial project is a good example."

On past performance, the Schools Council could well prove more intractable to run than any L.E.A. The quiet persuader in front just might manage to manipulate all the strings.

Patricia Rowan

SPECIAL ANNOUNCEMENTS

Study visits to The Federal Republic of Germany

For those involved with School Administration, Modern Language Teaching, Links and Exchanges

THESE STUDY VISITS provide an excellent opportunity to investigate an equivalent establishment or district, to examine methods of modern language teaching and school administration, to consider the advantages of teacher and pupil exchanges, and to establish or strengthen links at all levels. Visits are usually made during the Spring or Autumn term of the receiving institution and applicants must have clear study objectives.

1. The Intensive Study Visit scheme offers Senior staff in schools and colleges, Heads of Departments, Teachers with responsibility for links and exchanges and Modern Language Advisers visits of one, two or four weeks' duration. A grant of £44 per week towards subsistence is made, which LEAs or sponsoring establishments normally top up where appropriate. Return rail/sea fares will be reimbursed. Applications may still be considered for Spring Term, 1978.

2. A second scheme, offered by the Länder of the Federal Republic of Germany and administered through the Pädagogischer Austauschdienst, offers a limited number of three-week bursaries towards the cost of visits to schools in the Federal Republic. Teachers of German who do not qualify for an ISV may be eligible, and special consideration is given to teachers who have already contributed to the development of institutional, professional and personal links. Applications are invited for the coming academic year.

Further details and application forms for both schemes are obtainable from

The Central Bureau for Educational Visits and Exchanges
43 Dorset Street
London W1H 3FN
and
3 Bruntsfield Crescent
Edinburgh EH10 4HD

ONE READING METHOD FOR ALL I

"PATTERNS OF SOUND"

A one-day Seminar on teaching this linguistic method by MARGARET WOLFF of special interest to lecturers, tutors, teachers and parents. SATURDAY, 22nd APRIL, 10.30 a.m. to 5.30 p.m. Cost including lunch and light refreshments £5.00 to members of the Association £8.00 to Non-members

"A George Elliot Evening" will be given

FRIDAY, 21st APRIL at 8.15 p.m.

preceded by The Annual General Meeting of The Baldwin Association for Literacy at 7.00 p.m.

All three events at The English Speaking Union

37 Charles Street, London, W.1

Tickets: £3.00

Fees and/or ticket price payable in advance to The Baldwin Association for Literacy, 4 Belize Grove, London, N.W.3, plus all details.

TES DIDACTA INSET

The TES will publish a special inset to coincide with the 1978 DIDACTA exhibition in Brussels. Among the articles planned for this inset are:

An introductory article from Dr Guido Brunner, EEC Commissioner for Education.

Education in Sweden by Mike Duckenfield.

Education in Germany by David Duggworth.

Education in France by Joze Gruy.

The British Educational Equipment Association and the Industry by John Savage, Director of the BEEA.

Make sure you get a copy of the TES containing this inset and if you are attending the DIDACTA exhibition come along to the TES stand in Hall 6. The stand number is 613A.

THE TIMES EDUCATIONAL SUPPLEMENT

Sport **Table tennis hopes deferred**

The magazine editors are inviting regular contributions from adults who attend classes and hope to build up a circulation large enough to finance its publication.

Mr R. M. Beechey, Chief Executive,
East Sussex County Council, Polham
House, St Andrews Lane, Lewes,
Sussex, £2 (including postage).

The report, which was conceived in the wake of the Maria Colwell inquiry, says that social work training has not given enough emphasis to regular skilled observation of children. *Good Enough Parenting*, Central Council for Education and Training in Social Work, Information Service, Derbyshire House, 50, Chancery Street, London WC2A 1JF, 50s.

Some of the topics to be researched by the unit include why certain businesses fail, what motivates businessmen and the development of modern management structures.

Mr. R. Fowler, deputy head of Lowercroft County Primary School, Bury, to be head of Holy Trinity C.E. Primary School, Bury.

Many groups complained that an important opportunity to increase understanding and cooperation among the two major religious groups had been missed and there was a broad consensus that existing levels of integration should be

Mr. Jack Hamilton, Belfast, claimed that "we have changed the instrument of selection scripted hundreds of scholars to pronounce sentences."

boys competing for the sabre championship. Brentwood has won titles for the past three years, and among the competitors are three 1971 finalists—K. Li (Brentwood), who was runner-up to his brother, Steven (Duffield), and

On Friday 48 fencers from 14 schools challenge Bristol (Royal Belfast) holders for the Mount Macas Trophy. This is a non-electric foil competition between boys aged 13-14 and is particularly valuable for the fencers' physical and mental development.

The international matches at Sundes Place School will be held on Saturday and Sunday.

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GOLF 1978

LSE unit to study why firms fail

A business history unit is to be established at the London School of Economics. An appeal to the business world has so far raised over £100,000, and the job of full-time director, with professor status is now being advertised. Further appointments will follow. The unit, which, at the Imperial College of Science and Technology, will be associated with the venture, will provide links with developments in technology and invention.

Some of the topics to be researched by the unit include why certain businesses fail, what motivates businessmen and the development of modern management structures.

Classroom crime rate reaches peak and heads downwards

The level of physical violence and property damage seems to have levelled off in American schools. Clive Cookson, North America correspondent, reports

Every month 120,000 of the United States' one million secondary school teachers have something stolen at school, and 5,700 are physically assaulted.

School life is even more dangerous for the pupils. In a typical month 2,400,000, or one in nine, of the nation's secondary school students will be a victim of theft, and one in 80 will be attacked at school.

The shock of these figures, which come from a new report by the National Institute of Education (NIE), is mitigated by the fact that the tide of crime in America's classrooms appears to have stopped rising in the past two years.

The NIE study, which was ordered by Congress at a cost of \$2.4m, found that most school heads thought that violence and vandalism grew no worse between 1971 and 1976, and in some urban schools violence was beginning to decrease. Statistics on juvenile crime from the FBI and the Justice Department gave the same impression—indeed American crime as a whole seems to have pulled out of its horrifying climb of the 1960s and early 1970s. New York, for example, suffered 9.1 per cent fewer violent incidents last year than in 1976.

Perhaps the most spectacular decrease in crime over the past decade has been in the schools. Some of the biggest state and private universities are reporting annual falls of 30 per cent or more in the number of offences—and the overall decline may be as much as 25 per cent. Upgrading of security precautions and campus police forces, and greater willingness by students and staff to co-operate in the fight against crime, are thought to be responsible.

The Safe School Study by the NIE asked 1,000 secondary and secondary school heads (known as principals in the United States) to report in detail on the incidence of illegal and disruptive activity in their institutions. To supplement these reports NIE officers inspected 642 representative senior and junior high schools, and 10 schools where violence showed a dramatic decline were given a particularly thorough scrutiny in case there were any lessons to be learnt.

School was found to be the most dangerous place for a youngster to spend his time. Although teenage youths may spend at most 25 per cent of their waking hours in school, 40 per cent of the robberies and 36 per cent of the assaults on urban teenagers occurred in schools.

The risks are particularly great for 12 to 15-year-olds: 68 per cent of robberies and 50 per cent of assaults on this age group occur at school.

Thief is the most prevalent offence. About 11 per cent of pupils and 12 per cent of teachers have money or possessions stolen every month, though the sums involved are usually small—less than \$10 in most cases.

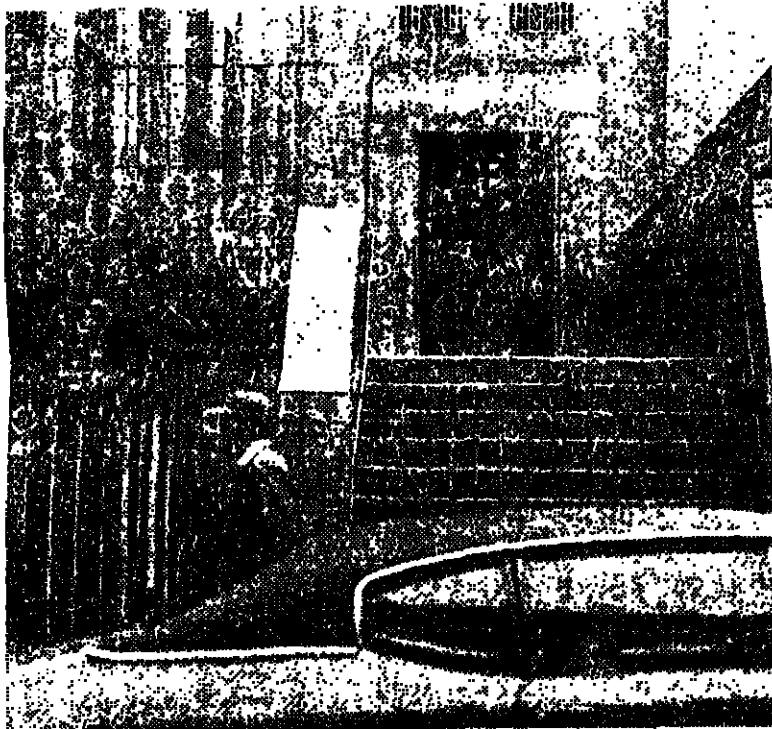
Physical assaults on teachers are less frequent, but more violent than assaults on pupils. Only one in 25 pupils requires medical treatment after an assault, compared with one in five teachers.

The vandalism rate reported by the NIE is staggering. A quarter of the schools in the United States are vandalized each month, at an average cost of \$81. Another 10 per cent are "burglarized", to use the American word, at an average cost of \$183. Property damaged may cost American schools as much as \$60m a year, according to some estimates, though the NIE gives a lower figure of \$200m.

"School crime is not just an urban problem", the report warns. Indeed its cost is greater in the suburbs, where vandalism is, perhaps surprisingly, more prevalent than in the cities.

But the risk of personal violence does increase with the size of the community and is greatest in big city schools. Rural America is more free from all types of school offences.

Junior high schools, for 12 to 15-year-olds, are the most dangerous schools of all—they are far more violent than elementary schools and somewhat worse than senior highs.



A New York City school: graffiti on the outside—violence inside.

Interestingly, academic competition seems to increase the amount of vandalism while decreasing a school's risk of violence. Violent students, according to the report, tend to be those who do not care about marks, find the courses irrelevant, and feel nothing they do makes any difference. Vandalism, on the other hand, is more common in schools where students consider grades and leadership position important but rebel against their unfair use.

Unlike the violent students, those who engage in vandalism are more likely to accept the value of the school's rewards. We suspect, are looking out or feel cheated in the competition. Feeling denied by the school, they take out their

aggressions on it rather than on other students", the NIE says. The central conclusion is that "strong and effective school governance, particularly by the principal, can help greatly in reducing school crime and misbehaviour."

The leadership role of the principal appears to be a critical factor in itself. Visibility and availability to students and staff are characteristics of the principals in schools that have made a dramatic turnaround from periods of violence.

The head's personal style, together with his or her ability to set up a fair, firm and, above all, consistent disciplinary system, are crucial. It helps, too, to have a widespread system of grades, honours and awards to recognize individual achievements or improvement.

A substantial proportion of school violence is interracial—42 per cent of attacks and 46 per cent of violent robberies. For both white and black pupils the risks are greater when they are in the minority in a school. Although mainly violent, schools are generally more violent, this simply reflects the greater crime rates in their neighbourhoods.

A large proportion of violent incidents never show up in official crime figures. Police are notified of only one sixth of all attacks causing injury and a third of those requiring medical treatment.

Nevertheless, principals are satisfied with the support they get from police (and parents) in handling disciplinary problems. Local courts, however, earn very low marks—American juvenile courts are frequently prepared to let offenders off with a reprimand if there are any extenuating circumstances or if the youngsters have a background of "emotional difficulties".

The report shows that corporal punishment is still widely used in American secondary schools: 36 per cent "paddled" pupils in a typical month. Outside the cities "padding"—spanking with a wooden paddle-like instrument—is even more common: 61 per cent of rural junior high schools use the practice.

Like most other schools, are subjected to political pressure has been known for some time. The school's role in socialization is the so-called "pull communities" elected committees of pupils which aim to stimulate cultural activities.

The open letter said: "We consider criminal the propaganda effort and the brainwashing of our children which 'strove directly the very foundations of democratic education and conscience.' It expressed regret for the 'johanny' displayed by the school authorities."

That the boys of Athens College, like most other schools, are subjected to political pressure has been known for some time. The school's role in socialization is the so-called "pull communities" elected committees of pupils which aim to stimulate cultural activities.

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West Germany

Petition against co-op school signed by 3.6 million voters

by David Dungworth

The people's petition against the Cooperative School in North Rhine Westphalia (see TES, December 2, 1977) has resulted in a crushing defeat for the ruling Social Democrat and Free Democrat (SPD and FDP) coalition parties. It was signed by 3.6 million voters—many more than the 2.4 million required to ensure its success.

The petition indicates the extent of support for the tripartite system of secondary education, and also expresses the discontent felt by parents and teachers in particular at what they see as the latest in a series of ill-considered reforms inspired by party political considerations.

At the end of 1976 the SPD and FDP parties in the state parliament published plans to allow some local education authorities to set up school centres, with the three existing separate types of secondary schools: the Hauptschule (secondary modern), Realschule (intermediate) and Gymnasium (grammar school).

Such cooperative schools would begin with a two-year "orientation stage" for all pupils who would then be selected for the grammar, intermediate or secondary modern stream according to their ability. All three would be housed on the same site, and state building grants would be available only to schools organized on the cooperative principle.

These proposals sparked off a spontaneous wave of protest by parents, who felt that they would be deprived of their right to choose the kind of secondary school for their children attend. The petition, representing teachers, grammar and intermediate schools, and Lutheran churches, was signed by 3.6 million voters—many more than the 2.4 million required to ensure its success.

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New minister has awesome task amid violence and discontent

by Dalbert Hallenstein

THE appointment of Signor Mario Pedini as Italy's new Minister of Education has caused considerable surprise in education circles. It had been taken for granted that Signor Franco Mariaulli, Education Minister since 1972, would not be reappointed because of pressure from the conservative and socialist parties to his new blood into the education system. But it was expected that Signor Pedini would be Senator Spadolini, ex-editor of the *Corriere della Sera*, and president of the Senate Schools and Universities Committee since 1972.

The appointment of the new minister appears to have been based on traditional power struggles within the Christian Democratic Party on any consideration of who the best man for the job. Signor Pedini, 59, was minister of the arts in the last Andreotti government. Educated in philosophy and law, he taught history in his home town of Trieste until he entered national politics in 1954. Though he has maintained a formal contact with the Christian Teachers' Union, he has been in the main parliamentary activity in the industry and commerce committee and in 1959 was elected to the European Parliament where he has been a president of the Committee for Energy, Scientific Research and Nuclear Problems. In 1974, as Minister of Scientific

Research, he gave rise to a furious national debate when he announced that Italy should abandon "false modesty" and concentrate on developing its arms industry for export. The fact that his electorate in Brescia, the historical capital of the Italian arms industry, led to accusations that his arms recommendation was based on purely electoral considerations.

Signor Pedini is part of the conservative faction of the Christian Democratic Party, and so far his ideas on education and the future of Italy's schools and universities are unknown. He has

never been involved in parliamentary education committees and until now has never made a public pronouncement on educational policy.

His appointment comes at a time when Italy's schools and universities are exploding with discontent and violence. Earlier this month the five parties which make up the majority supporting the new Andreotti government committed themselves to completing complex secondary school and university reforms before the end of the year. Signor Pedini therefore has a clear policy mandate, but his job will not be easy. Other similar political commitments have been made in the past and have failed to produce concrete results.

Signor Malfatti's last act as Education Minister (he is now Minister of Finance) was to call a meeting last week of all the 60 members of the National Education Council to discuss ways of solving violence and indiscipline in the schools. The council, consisting of members representing the unions, professions, teachers, students, parents, state authorities and private industry, drew up a vague document last week recommending immediate reform to renovate the school system.

The council unanimously decided to recommend entirely new disciplinary codes for all schools to replace the present one which dates back to 1925. The council insists that while permissiveness in Italian schools should be kept under strict control, there should be no element of repression involved.

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Republic of Ireland

Fears over rural closures by Catholic religious orders

from John Walshe

DUBLIN There were 2,495 religious teachers receiving incremental salary and 6,109 lay teachers. In the 1975-76 academic year the numbers of religious had dropped to 2,375 while the number of lay teachers had risen to 7,455.

Against such a background, change was inevitable and withdrawal of religious, especially from small rural boarding schools, is likely to increase.

The Reverend Brendan Conkey, secretary-general of the Conference of Major Religious Superiors, says an advantage of the present crisis—caused principally, he says, by the fall in the number of religious vocations—is that it has served to place the responsibility for the local Catholic school squarely where it belongs, on the local Catholic community.

"If there are no religious left and even if through old age, lack of numbers or whatever, religious are forced to withdraw from an area, let us speak of the withdrawal of the religious community; let us not equate this in all cases with the closure of the Catholic school."

Mr Conkey and other religious leaders argue that the local Catholic lay people, including teachers, can, in many cases, take over the running of the schools. This has already happened, but the biggest problem is the lack of experience of lay people in the running of the schools.

In Dublin's city centre there are different reasons for pulling out. In some cases there are straightforward commercial considerations as city centre property is valued very highly while other schools are not serving the local community and instead are drawing their students from a wide area.

The Education Ministry is watching the developments with apprehension. It certainly does not want the religious to pull out of education all because of increased enrolment.

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The Reverend Brendan Conkey, secretary-general of the Conference of Major Religious Superiors, says an advantage of the present crisis—caused principally, he says, by the fall in the number of religious vocations—is that it has served to place the responsibility for the local Catholic school squarely where it belongs, on the local Catholic community.

"If there are no religious left and even if through old age, lack of numbers or whatever, religious are forced to withdraw from an area, let us speak of the withdrawal of the religious community; let us not equate this in all cases with the closure of the Catholic school."

Mr Conkey and other religious leaders argue that the local Catholic lay people, including teachers, can, in many cases, take over the running of the schools. This has already happened, but the biggest problem is the lack of experience of lay people in the running of the schools.

In Dublin's city centre there are different reasons for pulling out. In some cases there are straightforward commercial considerations as city centre property is valued very highly while other schools are not serving the local community and instead are drawing their students from a wide area.

The Education Ministry is watching the developments with apprehension. It certainly does not want the religious to pull out of education all because of increased enrolment.

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LETTERS

Maths minus miracles

Sir—The results of the recent survey undertaken by the Institute of Mathematics (March 3) provide the same pattern of information that has been steadily building up over the years, and leads to the question: "Why another survey?"

Sufficient evidence has already accumulated to give disquiet about the poor results of maths teaching in schools. The sad result of this survey is that, once again, teachers will get the blame, although unjustly, and fault seeking will be the popular sport.

The answer will not be found in a return to old methods of teaching, or of harder applications to the New Maths. Endless arguments will develop between protagonists of both sides, yet both are seen to have failed. The fact remains that

poor understanding and poor performance continue, and amazingly so, in spite of the simplifications of the syllabus from calculations in C.S.D. gals, qts, pns, vels, ft. ins, sins, lbs, ozs...to calculations in metric values...

There should have been a miracle happening in this one subject with the wonderful release from the burden of a confusing load of data and tricks that had to be memorised to the simple and consistent "ten is exchanged for one in the adjacent column on the left." Why, then, are many children still confused when working in columns of ten?

The answer must be that there has been no satisfactory method of teaching place, value, sense. I say "has been" because results of a teaching method developed in

this school are most reassuring and confirm our belief that a breakthrough has been made. Ours is one example to show that the answer could be found at ground-floor level, where teachers also work with the problem of "How do children learn?"

I wish that the Institute of Mathematics would devote some time to studying the method used in this school, where a claim for an answer to the question "How to teach numeracy satisfactorily?" has been made. In any school where a satisfactory method is used, otherwise I forecast that there will be many more "shocking" surveys.

PETER TAYLOR, Head, St Saviour's School, Talke, Stoke-on-Trent



In search of a forum for the special unit teacher

Sir—Perhaps it can be said that the growth industry of the secondary educational world today is the special unit. Against a background of an increasing problem, not merely confined to urban stress areas, education authorities are beginning to make specialist provision for "difficult" pupils.

What of those who are learning to cope with such pupils in these new educational set-ups? Where does their experience come from? From what educational philosophy do they draw?

It is clearly apparent that few can call upon experience in the institutions themselves, for there have not been many to gain experience in. Those staff that come from a residential care background will find in these units a frustration over the curtailment of their influence and control, and those that come from a conventional school environment will find that they have to learn a whole new set of role behaviours. The language of "care" has a new grammar imposed upon it when children arrive in the morning and leave in the afternoon, when they can avoid attendance, and are someone else's

responsibility in the evenings and at weekends.

The responses of the normal day school are made largely redundant when teachers are faced with a workload of social and emotional problems and "ticks" and "vill" donees" cannot foster progress.

We at Erith School special unit have had three years of this new experience. We have learnt to speak a new language, and to acquire new responses to meet a challenging situation. We know that there are many more teachers in, or about to be in, similar circumstances. We do not want to work in isolation and so we have a suggestion. We would like to make contact with other units, most particularly in the London and Greater London area, with a view to sharing experience and philosophy. The outcome of this could be a regular bulletin or journal.

All those of our colleagues who would be interested in such a liaison should write to us at the R. BURKE, Erith School Special Unit, Brook Street, Erith, Kent.

Equality versus excellence

Sir—Where did I go wrong? I honestly thought that comprehensive schools were the result of two main facts:

Children show infinite variation in their abilities and aptitudes; and it is impossible accurately to classify children on any criteria of vaguely educational significance.

The logical, educationally desirable, and economically acceptable resolution of these facts seems to me to be a comprehensive school. I do not really understand where equality or equality of opportunity come into the argument (see Maria Montessori, page 26, TES, March 3).

Children are different; most have skills in some areas but not in others. It is up to the comprehensive school to extend these skills. I suppose that children have humanity in common and to this extent they may be equal, but in my opinion if no other sense of equality could children possibly be regarded as equal; they are different.

How can one provide equal oppor-

tuities for children who are manifestly not equal? If this is a "divisive" or an "elitist" argument, then I am pleased to accept such a designation. If, as I think, these words are used in a pejorative fashion, as a parent I would be concerned if I felt that my children's school failed to recognize such differences and provided them with an education which did not extend their individuality, while always, of course, ensuring that recent standards of work and behaviour were required. I have every sympathy with parents who are similarly concerned.

I am pleased to say that there are still many teachers who are committed to comprehensive education, who see such education as the pursuit of excellence in every sense of that word rather than an attempt to equalize the unequal.

S. A. NEWTON, Deputy Head, Raynes Park High School, Bushey Road, London SW20 0JL.

Forgotten libraries

Sir—Philip Vennings, writing on Viewdays March 10, made no mention of libraries—surely a natural omission for this service.

Much of this "information" is, in fact, going to be in the form of references to articles in learned journals and books, rather than on the screen itself.

I sometimes feel with alarm that libraries, both public and academic, tend to be somewhat overlooked, yet we are also in the information business.

J. I. SHORT, University of Manchester Institute of Science and Technology, Manchester M60 1QD.

Unimpressed

Sir—With reference to the front-page article of the TES (February 14) concerning a survey of school teachers in Surrey, I am amazed that so much attention is paid to such a poorly organized survey. Even granted that some schools may have been more "thoroughly" surveyed than others, the basic groundwork is hardly impressive and consequently the conclusions are likely to be very misleading.

R. W. D. COUPE, Head of Religious Studies, Ryeleigh School, Watery Lane, Merion Park, SW20 5AD.

A reluctant vote for the fixed term contract

Sir—As a headmaster of 19 years' standing, assistant teacher for twelve years before that and father of four children, I have become convinced by recent events that the "fixed contract", in terms both of duration and job-security, would represent an improvement in this country's educational system.

Withdrawal from voluntary activities by the NAS/UNT and NUT confirms my belief that dinner duties, sports fixtures, out-of-school clubs or at should be formally arranged within the terms of scale post appointments.

The hours of teachers' attendance in school should be prescribed, both for term-time and the existing holidays for preparation, teaching, marking, courses and all other tasks which could be reasonably specified as contractual.

Until the current action I would have argued that in my experience schools benefited more by voluntary teachers' efforts than they would have done by formal contractual arrangements. It now seems apparent to me, however, that voluntary commitment is to become a regular feature of the bargaining process, used for leverage whenever the occasion arises. I am not sure that this is a good thing, but I have little doubt that such ideals of motivation will henceforth be superseded by the Mammion Motive.

When you accept the increase in wages, you accept the increase in the "Mammion Motive". "Keep my share and halt the lassie," is my genuine response.

It may be argued that, without voluntary efforts, a significant criterion for screening job-applicants will be lost. This may be true but the results would not be irreversible. A fixed-term contract for all would, through negotiation, review, achieve the desired result for education.

I am aware that my suggestions are not new. What is new is my own reformed image of the professional teacher.

M. E. LEE, 65 Station Road, Polesworth, near Tamworth, Staffordshire.

Masters of ambiguity

Sir—Why do some Headteachers of mixed secondary schools advertise for deputies without making it clear whether they are going to appoint a man or a woman?

It may be necessary to obey the letter of sex discrimination legislation by referring, for example, to "second master/mistress", but in most cases the apparent choice is illusory, since if in the case mentioned there is already a male head and a male deputy, the appointment must be of a second mistress. It is simple enough to include clues in the advertisement, such as "The retiring deputy headmaster, or girls' welfare", but this is not

always done. Time, two stamps, two envelopes are then wasted. Occasionally, an immediate reaction is asked for, without any sending for forms and a deal increased.

Colleagues who are making a career in this very busy and from the market have a lot to see in any justification in practice. Yours faithfully, H. M. LEE, Glenstone Cottage, East Boldre, Bournemouth, Hants.

On the slide with CSE

Sir—The CSE exam (1963 Examination Bulletin No 1) was intended for the top 60 per cent of the population. Grade 3 should reflect an average performance (the 50 per cent level).

It was not intended for the bottom 30 per cent, nor was it expected that any of these pupils would have sufficient ability, given a balanced curriculum, to gain even one CSE. Grade 5 if the exam was of the required standard of difficulty. Employers were told about these intentions which are still being fulfilled in many subjects and by most boards.

One must, therefore, express great concern that, according to recent national statistics no less than 83 per cent of leavers in England possess at least one certificate at CSE level. The standard necessary to gain these certificates must certainly have fallen to a much lower level than the 60 per cent laid down.

One must have every sympathy with schools which have gone to great trouble to establish courses for the least able pupils and which can gain for them some recognition of the pupils' efforts—but if in so doing certificates are given which do not reflect the higher standards demanded by other subjects, then the whole CSE exam is called into question.

I am aware that my suggestions are not new. What is new is my own reformed image of the professional teacher.

M. E. LEE, 65 Station Road, Polesworth, near Tamworth, Staffordshire.

Anthrax: putting the case in context

Sir—I would like to correct the misleading information in your article (February 10) in which you refer to the 1975-76 Report of the Employment Medical Advisory Service which describes the occurrence of a case of anthrax in a student working in the department of leather technology at the University of Technology (now Nene College) Northampton.

Without wishing in any way to minimize the possible danger of anthrax, we would like to emphasize that this was the first reported case of anthrax occurring in any of the higher educational establishments offering courses in leather technology.

It is also a fact that the causative organism, *Bacillus anthracis*, was not found in the department of leather technology although a number of samples were taken for investigation.

Subsequent to the occurrence of this case of anthrax a programme of vaccination was approved and all students and staff have the opportunity to be vaccinated as a precautionary measure. An even more rigorous treatment is now given in lectures to the possible dangers of anthrax and the precautions to be taken when handling hides and skins.

Since 1975, when this case of

anthrax occurred, changes have been made in the provision taken place in the leather technology department. The new department has been built at Nene College, financed by a grant of £500,000 from the Leather Manufacturers' Association. All leather technology is now carried out in the new department at Nene College and the Leather Technology Centre is one of its kind in the English leather world.

D. R. GEORGE, Dean, School of Sciences, Nene College, Northampton.

Quirks among quarks

Science diary

by John Maddox

Why is the world about us precisely the kind of place it is? Why, for example, is it that the mass of a proton is roughly 1,840 times the mass of an electron? Why is it that the velocity of light turns out to be approximately 300,000 kilometres a second?

Why is electric charge always exchanged between one particle and another in multiples of what is called the unit charge, the electric charge carried by an electron or a proton? And why, if it comes to that, should the particles of matter recognized in experimental physics be precisely the kinds of particles now recognized?

The traditional answer to such questions is simple. "Because that's the way the universe is like, silly!" Ever since the days of the Austrian philosopher, Ernst Mach, however, there has been a more interesting kind of question lurking in the mind, and now there has been a coming together of a dozen different lines of inquiry that has given the question more life than for several decades. The outcome may be a much better understanding of the universe as we know it, but the argument now in prospect will in my case be fun.

Only in the mid-1930s did people start questioning the existence of what is now called the strong nuclear force, to distinguish it from that involved in the conversion of neutrons into protons (with the emission of an electron as in beta-radioactivity) which is called the weak nuclear force (because it is weak although not as weak as gravitational attraction).

Three quite separate lines of inquiry have made the connexion between the small-scale laws of physics and the properties of the universe at large suddenly more fashionable. The chief of these is the interest of the physicists in finding some way of describing the four kinds of forces between particles in the same language, as if they were four different attributes of some super-force.

The weak nuclear force and the electromagnetic force were first tied together just a decade ago, by Professor Abdus Salam, of Imperial College, London, and Professor Stephen Weinberg, of Harvard University, and these theories (worked out independently) are now bearing experimental fruit. Putting the strong nuclear in the same package is the ambition of the army of physicists who busy themselves with what is now called quantum chromodynamics (for want of a better name) and there are now even hopes that the fourth force, gravity, will be brought into the package by means of the theories known (again for want of a better name) as supersymmetry.

After half a century of believing that Einstein's general theory of relativity is altogether too difficult to be jumped in with the more familiar theories of physics, people are now beginning to realize that it is not necessarily like this at all.

So, we were the later theories of quantum mechanics, or more accurately the interpretations of these theories, which in truth, can have been, was plainly consistent with Mach's positivism.

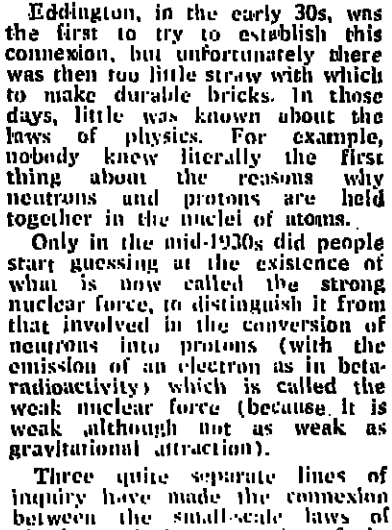
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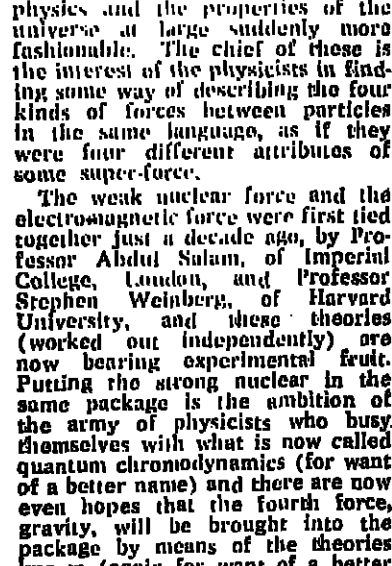
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Salam: forces linked



Bohr: seeing is believing



Einstein: not so difficult

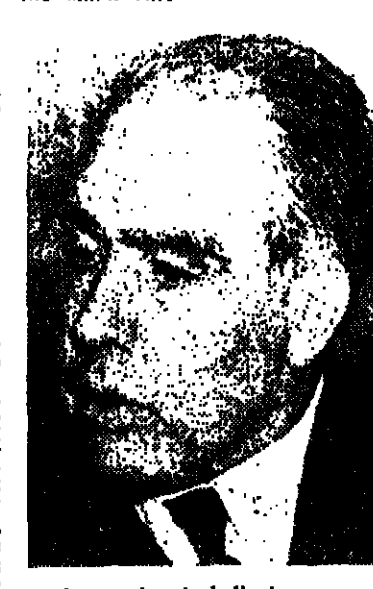
All this activity is not merely a mindless search for some method of lumping together in a single package four forces that do not really belong together. Rather, it is an attempt to see how they are related to each other. And by now there is enough recent evidence in theoretical physics to suggest that if you can make a theory that appears on paper to make sense by enabling several unrelated concepts to hang together consistently, the chances are that it will also account for other puzzles.

Thus it is with the theory of quarks originally (15 years ago) introduced to account for some odd experimental data (which showed that protons and neutrons did not always behave as indivisible lumps of nuclear matter), then extended (10 years ago) by the addition of a fourth quark to the original list of three so as to make the theory more symmetrical and now splendidly confirmed by the discovery of the new property of matter called (for want of a better name) charm.

The second stimulus of interest is experimental. For the past three years, the high-energy accelerators have been turning out a stream of unexpected data which has lent point to the supposition that there must be something in the universe at large that accounts for the curious behaviour of the small-scale laws of physics.

Not at least is the discovery in the past few months in experiments at Stanford University and in Hamburg of what appears to be a third version of the electron. Hitherto, the electron has had a first cousin called the mu-meson (roughly 200 times as massive) for which nobody has been able to invent an explanation. Now, it seems there is yet another particle whose properties appear identical with those of the electron except that it is 1,450 times as massive.

One coincidence is tolerable, but two are not, and so people are now on the hunt for an explanation of this redundancy in nature. Can there be yet another pointer to the influence of large-scale physics on the small scale?



Bohr: seeing is believing

The third line of present interest is what you would expect it to be—cosmological. The most direct connexion between the large-scale and the small-scale is that found in present attempts to reconstruct the early history of the universe, in the first few fractions of a microsecond.

At some stage, the argument goes, an even greater proportion than at present of the whole energy of the universe of the whole energy of the universe must have been in the form of the unstable particles of matter which can now only be created in the particle accelerating machines.

So the properties of this early universe were inevitably consequences of the properties of those particles. By the same test, the density of matter in that early universe must have ensured that the connexion between gravity and the laws of small-scale physics were more intimate than ever since.

Speculations about the early universe are, therefore, not mere idle curiosity. Moreover, as time goes on, more distant objects in the universe, and these are direct relics of the early universe—cosmological fossils as it were.

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How an outrage becomes a tradition

Tony Becher and Stuart Maclure

examine the virtues

as well as the drawbacks

of the trend towards

school-based curriculum

development

Because of the obvious limitations of the subject-based forms of curriculum development, and because the English educational system does not lend itself to coherent forms of system-based development, much recent curriculum development has concentrated on the school level. A new head, or an old head invigorated by new enthusiasm, gathers round him a staff prepared to think collectively about the needs of the pupils in their care, and devise and apply to the school a curriculum they deem appropriate.

Many of the obvious examples concern attempts to devise new curricula in new

schools. For instance, a former Schools Council joint secretary, Geoffrey Cooksey, took the *tabula rasa* of the timetable for the schools on the Stantonbury campus at the new town of Milton Keynes, in Buckinghamshire, and assembled a programme of study and activity which draws together in a new package both the fruit of development undertaken elsewhere and custom-built self-instructional study materials.

His job was to plan a curriculum for local children which reflected both their needs and the strengths and skills of his staff. The school had to fit into the larger framework of the public curriculum for English secondary schools—that is, a sizable proportion of the pupils had to be enabled to succeed in public examinations and find their way at the appropriate level into post-secondary institutions, and those who finished their education at 16 ought to get reasonable jobs.

Such eclectic and locally relevant curriculum development is much more likely to penetrate the individual classroom and be accepted by the individual teacher than anything engineered by remote control. It capitalizes on both the skill of professional curriculum developers and the personal convictions of the teachers

directly concerned. Within the circumstances of a new school a content, integrated programme of study, all kinds of school activities can be planned to fit predetermined educational goals.

But school-based curriculum development also very clearly shows how far the head of a school and his staff—temporary incumbents of a public institution—able and encouraged to stamp their own values on a school. The public curriculum is a flimsy and insubstantial framework even at the secondary school level where there is still a public examination system—and the more examinations are controlled by teachers the flimsier it becomes.

It also tends to obscure the national importance of the value judgments implicit in curriculum development. Like other forms of piecemeal development, school-based reform enables the system to change little by little, a boundary extended a few yards here, a quiet strategic withdrawal to an earlier baseline there. It enables apparently scandalous innovations to become familiar; it fits into the established English pattern whereby almost any outrage becomes

tradition if it can be nursed through infancy.

But heightened interest in curriculum development has led to new challenges to the traditional consensus: those who reject the social status quo criticize the sifting process by which schools maintain it. The politicization of the curriculum debate is a direct reflection of the politicization of other aspects of social policy.

There is no way of insulating education against this, even were it desirable to do so. Indeed the present agencies of curriculum control and development were brought into existence to make sure that what happens in school is responsive to just this kind of transformation within the social environment, and to discover new conventions strong and flexible enough to contain and harness the potentially explosive forces thus released.

School-based development may also avoid the issue of where responsibility for the curriculum is to lie. Take, for instance, the value attributed in one school to competition, and the assumed antithetical value which another places on co-operation.

The typical progressive head will play

down such remnants of the *ancien régime* as form orders, marks and school prizes; his classes will be unstreamed and work organized on a group basis as far as possible, where the strong can help the weak. A more traditionally minded head will attempt to carry into the comprehensive school the expectations of the grammar school: he will maintain that streaming is necessary to efficient class teaching, and that competition brings the best out of pupils as they strive for approval and good marks.

Neither head necessarily reflects the views of his pupils' parents—though, because many parents have a mental stereotype of school which more nearly resembles the vision of the traditionalist, they are more likely to revolt against the progressive. But there is still a doubt in principle about whose will should be imposed on whom.

Nor is it only in respect of political or social philosophy that difficulties may arise. There is the more general objection that school-based curriculum development reflects the limitations of sympathy, understanding and cultural bent (not to mention technical skill in course construction and preparation of classroom materials) of the handful of individ-

ual teachers who happen to form the directing group at the top of the school. What if these sympathies and understandings are too narrow, or if the collective cultural orientation is unbalanced or eccentric?

In terms of curriculum development, important issues hinge on the range of choices which individual pupils are offered at critical stages in the secondary school course. The teaching profession is orientated towards academic study rather than the world of work; towards pure science rather than applied science; towards the arts and social sciences rather than technology and crafts; towards the reproduction of its own species rather than the creation of a new generation of wealth-producing engineers and entrepreneurs.

There is enough truth in this argument to suggest that even when teachers think they are planning the curriculum on objective "educational" grounds, they are shaping it in a way which begs a wide range of questions, some of which may be of great significance to the national life as a whole. Leaving individual teachers to settle what should be done relieves everybody else of the responsibility, but does not necessarily help the education system most effectively to contribute to the solution of national problems.

There is, of course, the saving grace

that schools are splendidly ineffectual institutions, and that exposure to any particular political or educational ideology at school can lead to diametrically opposite attitudes and values in later life. But they become even less effective if the school's curriculum and the teachers' ideology is so controversial that eventually parents and the local community cannot stomach it. If children are taken away and sent to other schools, there is inconvenience for parents and children alike.

Dissension in the staffroom undermines the efficiency of the school, even within the terms of its own ideology. In the ensuing muddle and mud-slinging, reputations are destroyed and public and private persons behave in ways which do them less than credit. The results of such curricular shambles can be seen in the unhappy stories of Risingshill, in North London, in the 1960s and Summerhill, in Aberdeen, in the 1970s—schools in which the local education authorities with great daring appointed controversial heads whose educational philosophies were likely to arouse at least initial, and perhaps lasting, hostility; and later refused to support them—perhaps rightly—when difficulties arose among staff.

This is an extract from *The Politics of Curriculum Change*, published this week by Hutchinson (£2.95). A review will appear in next week's TES.



Photographs of the Royal Liverpool Children's Hospital School by Michael Abraham

The forgotten children

Attention has focused recently

on the educational neglect

of children in hospital:

Valerie Kaye visits a children's

hospital school which

tries to allow children to live

rather than merely exist

A disturbing report recently published by the National Union of Teachers must be of great concern to parents of children who are in hospital. It says resources and facilities for the education of children in hospital are "totally inadequate". Fred Jarvis, general secretary of the NUT, says: "Children in hospital are educationally at risk."

The report comes out with several distressing statistics. It quotes from another report, for instance, which shows that in 1975 four out of ten children's wards had no educational provision. Six out of ten children's wards have no education for the under-fives. In the ordinary school sector, this would be illegal.

Who are the children most likely to

suffer? Besides the under-fives, the 16-19 age group suffers badly, particularly in hospitals for the subnormal. Facilities for children in general hospitals seem to be woefully deficient compared with those in children's hospitals. And children who are put into adult wards are quite likely to be forgotten educationally.

The number of teachers who work in hospital schools has declined alarmingly. Since 1973 it has dropped by about seven per cent. Since unemployed teachers are two a penny, it cannot be that demand outstrips supply.

This report puts the responsibility for planning, building and financing hospital school buildings squarely on the shoulders of the local authorities. It is most likely that they are cutting off funds from hospital educational projects in efforts to cope with expenditure cuts.

There are good psychological reasons why children in hospital should be getting on with their lessons, quite apart from the need to keep up with their peers at school. Sam Hamer, head of the Royal Liverpool Children's Hospital School, says: "Children are vulnerable in hospital. The hospital has a foreign atmosphere there, and if you can get a school atmosphere there, then 50 per cent of normality is restored."

At his hospital even children who are brought in as emergency cases, maybe having been run over by a car and needing their bones set, are encouraged to do some schoolwork before operations. When I expressed surprise that a child suffering the shock and pain of an accident was expected to be interested in school work, he suggested I was prejudiced.

"A nurse can't talk with understanding to the child because she is used to nursing techniques," he said, "but the child can be gainfully employed by a teacher who gives immediate rewards for good work. This matters to the child. Psychologically it makes the child forget the trauma of the situation."

"Often, after the operation, the child will try to get on with more work. The teacher will have an important link with the child by being there when the child is first admitted to hospital."

I went first to the city branch of the Royal Liverpool Children's Hospital, which is a treatment hospital. Quite a large ward from the wards is a school building which takes day-pupils who suffer from a variety of disorders, anything from epilepsy and asthma to language disorders and bowel negativism. They help here in "total family therapy", and

some come for interview with the staff while their children are there.

In a general medical ward, one section was taken up by a teacher and her pupils, of whom there were usually seven or eight. An orthopaedic ward was the largest open ward in the hospital, unlike the previous ward which had patients in different sections. Many of the children were almost completely immobile and undergoing spinal treatment.

Because it is tiring for children to keep their arms up looking at books, they use many audiovisual aids. Sister Susan Burrows told me she puts children of a similar age together to keep their spirits up; she can move them round on trolleys and place them with their heads together so they can study in groups. There are many group activities going on, and the more mobile children can join in cookery lessons.

Audrey Springer, the second deputy of the school, explained that because it is a teaching hospital, children often feel threatened by parties of doctors on their rounds. The teachers all wear blue coats so they become familiar and unmenacing figures. "The teacher has a therapeutic role," said Audrey Springer, "and she helps by bringing the children through post-operative depressions." The parents

are involved emotionally and the teachers are not, and this is often an advantage.

One problem they have in this hospital is to decide which children are not progressing with their work because they are fearful of their surroundings, and which are "under-endowed intellectually". The emotional problems the teacher faces on the ward where a child is to undergo heart surgery are different from the problems on the general surgical ward. Here the teacher works closely with the surgical team to see what the child is capable of doing.

I went to the Heswall branch of the hospital which admits 2,250 children each year. This is about 11 miles away in the country, where it overlooks the River Dee and has superb views of the coast and mountains of Wales. All this is important to a long-stay hospital. The hospital is large and bright, with none of the hustle and bustle of the city branch.

"The child lives rather than exists here," said Sam Hamer. Besides school in the morning and afternoon, there are discos, youth clubs, and other activities such as outings on the submarine HMS *Opportunity*. Children contribute to the school's monthly magazine. I was shown round several ground-floor wards—empty

because the children were in the school building—and noted record players, televisions, a billiard table, divans instead of beds, and other extras.

This branch takes a large number of children with psychosomatic disorders, and they have different educational needs from surgical patients. None the less, I was surprised to find that the children are mixed in the wards and in the classroom, and are not segregated according to their illness. The staff believe this to be very beneficial to the children.

I saw all ages up to the age of 16 hard at work or play in the classrooms. Teachers here have to be able to teach any subject to any age at any ability. They encourage the children to have contact with the outside world, and in one class I saw a child was compiling a list of things she was going to buy from the shops for a cookery lesson.

The children work individual programmes dictated by their own schools. I asked Nicholas, almost 16 and immobile on his bed, if his work had suffered from his long stay in hospital. He told me: "I get more of the teacher's time than I did at school. It helps because I can ask him immediately if I don't understand. I like working, because it keeps me from getting bored."

Many of the staff have a diploma in special education, and they all participate in the in-course training scheme, which has a full programme of lectures and films. They told me that every other lesson they take is individual, and they must liaise closely with the children's normal teachers to assure continuity of studies. They send detailed reports of the children's progress to their normal head teachers.

One teacher said: "You often see dramatic progress in a child because you are relieving parental pressure which led to the psychosomatic illness." For many of the children who are "poor social cases" (battered children), hospital is not a traumatic experience, but a good time for them.

The teachers are aware that parents often try to split nurses from the teachers, and cause trouble between them, so the teachers, nursing and medical staff always see the parents as a team. The multidisciplinary approach is important at all levels in this hospital.

The Royal Liverpool Children's Hospital School is an excellent example of what can be done to continue the education of children while they are forced to stay in hospital. But four out of ten children will remember their time in hospital as a period of idleness and boredom.

The sausage is a cunning bird

Mary Jane Drummond on the rituals, dialects and structure of children's language

The Lore and Language of Schoolchildren. By Iona and Alan Opie. Pindlin £2.50. 586 08311.

The release of *The Lore and Language of Schoolchildren* after 19 years is an open invitation to nostalgia, one more thing in the jubilee celebrations, one last punstaking evocation of the fifties. The remembrance of time past induced by references to long forgotten cut figures (Rin Tin Tin, Perry Como, Davy Crockett) is all-pervasive; there is an echo of the fatherly style of the Children's Newspaper in some of the riddles ("Why did the shortcake sing?"). "Because it saw a-bundance!" and a kaleidoscopic impression of dimly remembered Parlo Newsreels in the rhymes and jingles: Colonel Nasser, the Skyline, the Sputnik and the Teddy-boys are all celebrated here.

Some of the practices of my own childhood are here too: tricks to be played on teachers with wet blotting paper, the importance of holding one's collar when an ambulance goes past, the spoils to be uttered on the first of the month; although, as a record of my school days, it is strangely incomplete. Where is the hula-hoop? Or the exotic vocabulary of the games of conkers and jacks that occupied so many hours? And in spite of the warm feeling of recognition, as one comes across a trick or a taunt, forgotten for 20 years, there is still an uncomfortable sense that other children's lives were much more colourful and adventurous than one's own. Happy children in Kirkcaldy spent (perhaps still do spend) April 2 in planning long paper tails to each other's backs, and April 3 in setting them on fire. Lucky children in the Yorkshire Dales celebrated Collop Monday.

But can the Opies illuminate the present or the future for us, as they do the past? What can they tell us about children today, and how does it fit in with what we have learned about children's language since 1959? It is interesting to note that when the Opies began their work, it was the generally held opinion that children no longer cherished their traditional lore; the doomsters had already discovered that the cinema and the television had destroyed children's ability to entertain themselves. In this climate, the publication of their book was seen as something of a triumph, a vindication of the children of the fifties who, the authors claimed, were "a virile generation... not less good than its predecessors." The sheer quantity and variety of the material

they collected amazed and delighted their adult readers, reassuring them that the modern schoolchild was a worthy heir to the culture of childhood. Since this paperback edition is only a reprint of the 1959 volume and has not been updated in any way, this note of triumph and of pride at having collected and recorded what few adults believed to exist, is still apparent, and is perhaps the first difficulty for the reader today. We have become accustomed to hearing about the richness and vitality of children's language, the strength and wit of their non-standard structures, and the penetrating insight of their dialects.

Popular and serious authors alike have rehabilitated children's language, so that teachers feel uneasy at correcting grammar, punctuation and spelling. Children's language, and their written language in particular, is at a premium now in a market that the Opies helped to create. In this new climate of opinion, the Opies' collection is still a standard work and indeed is often cited as evidence for the immature and inventive nature of children's language; but it can no longer surprise us, as it did 20 years ago, by its infinite variety.

Reading *The Lore and Language of Schoolchildren* today is still an entertaining, if no longer startling, experience, particularly in the early and inventive nature of children's language; but it can no longer surprise us, as it did 20 years ago, by its infinite variety.

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Extraordinary voyages

Jack Cross on Jules Verne

Jules Verne: Inventor of Science Fiction. By Peter Costello. Hodder and Stoughton £5.50. 340 21483 X.

Between 1863 and 1910 Jules Verne produced 56 novels, many of them in two or three volumes, under the general heading of *Les Voyages Extraordinaires*. There was also a vast amount of educational hack-work and many short stories. Of this enormous oeuvre very little remains in print in English; the contemporary image of Verne's fantastical speculations is derived from film—David Niven *From the Earth to the Moon* in 1958, and James Mason glowering out at the "civilized" world from the port holes of the submarine *Nautilus*.

It is this Disneyesque and Boys' Own Paper picture of the man and his works that Peter Costello sets out to correct. He sees his subject as a modern figure, one who grew to lose his faith in the stern Catholicism of his father and then, towards the end of his life, became disillusioned with the bright hope of nineteenth-century science which he had substituted for it.

He has produced a scrupulously researched biography, though it is one rather uneven and fiftish in tone. It cannot have been an easy task to relate Verne's life in the real world, as provincial bourgeois, youthful Bohemian, failed drama-

tist, unsuccessful stockbroker, as a life-long radical sympathizer who became a respectable republican councillor, with the inner life of the man who rose daily at five o'clock to put down the products of his fevered fancies and visions of the future.

Verne was a more complex character than a superficial reading of his romantic entertainments might indicate. He was conscious of an unhappy parallel between neurasthenia and creativity. In a moving passage in *For the Flag* (1896), he describes nervous symptoms which are likely to have been his own. Peter Costello is convinced that the only thing that stopped Verne going mad was the obsessive demand of his work.

Verne claimed to be the inventor of science fiction, and his biography confirms this view, brushing aside the notion of alternative progenitors such as Francis Bacon (in *New Atlantis*) or Mary Shelley's *Frankenstein*, other favourites for the title. His work satisfies one essential criterion of the genre; scientific ideas are always fully integrated into his stories.

It is not always very good science. Verne often lifted his themes from secondary, journalistic, sources. In retrospect some of them seem rather odd. In *From Earth to the Moon* (1865) he postulates lunar travel by means of a shell fired from a giant mortar; one shudders to think of the effect of instantaneous acceleration on his adventurers. Still, as

Brinn Aldiss reminds us, "Science fiction is a more written for scientists than ghost stories are written for ghosts."

He did, however, try hard to keep his fancy as firmly rooted in fact as possible. He agreed with his friendly rival, H. G. Wells, that their aims and methods were not the same. Oddly enough it was Wells (who did have a rudimentary grounding in science) who was the more freely imaginative and Verne (who had none) who tried to keep more scrupulously within the limits of scientific possibility. A favourite comparison was between Verne's inventive but feasible deployment of balloons and submarines and Wells's unbridled invention of an anti-gravitational net in *Cavendish*, to deliver *The First Men in the Moon*.

Verne entertained millions with his colourful tales about this Earth, its oceans and the Universe beyond. He was internationally fitted in his lifetime. Yet he hardly created any fully rounded characters—save, perhaps, one. Peter Costello is intrigued by the portrayal of the enigmatic Captain Nemo as he is presented in *Twenty Thousand Leagues Under the Sea* and its sequel *The Mysterious Island*. He asks: "Can this romantic figure of violence and vengeance, this courageous explorer of worlds unknown, be a reflection of the secret heart of Jules Verne himself?" This biography, though it has its limitations, persuades us that it may well have been so.

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Longest journey

Mary Finch on E. M. Forster

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Gesamtkunstwerk?

Patrick Carnegie on opera

Opera from A to Z. By Elizabeth

Forbes. Pindlin £2.50. 586 08311.

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ALL GOOD GIFTS

OWEN NANKIVELL

This book is essential reading for the many thousands of Western Christians who want to come to terms with their materialistically orientated lives. It lays bare the underlying issues of economic activity which concern the Christian and presents the triple challenge of the development issue, the need for social action and the discovery of a satisfying personal life style. The reader is led thoughtfully and penetratingly through the maze of issues involved in modern Christian living to the ultimate position: his encounter with God.

Denys 8vo

£2.50

EDUCATION & THE DEATH OF LOVE

ROY STEVENS

This is an uncompromising and challenging book. Roy Stevens attacks contemporary education from an unusual and unfashionable standpoint. Briefly, he claims, as a "fringe Christian", that much education is hostile to the individual; tolerant of violence, aggression-centred and afraid of love; hung-up on out-moded puritanism; basically uncaring, amid the lust for statistics, about the things which really go on in young people's minds and hearts. In Blakean terms, it is remote and general, not particular and caring. This disturbing book pleads for a new working-together of Christians, parents and teachers in a campaign to make education, first humane and second, relevant to the human condition.

Denys

To have and to hold

Jack Dominian on Christianity and sexuality

Human Sexuality. Edited by A. Kosnik and others. Search Press £4.95. 85532 368 8. How Goes Christian Marriage? By Richard Jones. Lipworth Press £1.25. 7162 0295 G.

Christianity is faced with the dual task of finding appropriate meaning for human sexuality in an age in which birth control is becoming an increasingly universal means of severing the connexion between coitus and procreation, and sexual pleasure is relentlessly seen as having an affirmative and intrinsic value in its own right. Given a tradition of 2,000 years linking sex and new life within marriage, and the justification of sexual pleasure as the infrastructure of this connexion, modern developments require extensive reappraisals of traditional theology.

These two books are concerned precisely with these issues (though they come from different backgrounds). One is American and Roman Catholic, the other British and Methodist, and their respective scope is different. *Human Sexuality* is an American study offering a creative and radical departure from orthodox Roman Catholic teaching. *How Goes Christian Marriage?* is a brief review of the contemporary situation of the title subject.

Human Sexuality was commissioned by the Catholic Theological Society of America which received and published the report in 1976 without comment of approval or disapproval of contents. Given the revolutionary nature of the recommendation, this was the only attitude it could adopt. Current Roman Catholic teaching specifies universal and absolute norms for sexual behaviour such as abstention, contraception, sterilisation, adultery, all of which are designated intrinsically evil in that sexual intercourse does not occur within marriage, the pos-

sibility of a new life in each act of coitus is frustrated and solitary sexual pleasure is enjoyed.

The authors find this teaching unacceptable by denying the presence of such universal and absolute norms and introducing the notions of circumstances and intention. They refer to human sexuality as the concrete manifestation of the divine call to completion and change its familiar ends of procreative and unitive to creative and integrative. Their short definition of wholesome human sexuality is that which fosters a creative growth towards integration. But how is this to be achieved?—by behaviour which is self-liberating, other-enriching, honest, faithful, socially responsible, life serving and joyous.

The findings of the report are based on biblical and natural law examination and its conclusions are sweeping—largely contradictory of current Roman Catholic teaching but very much in tune with other Christian views. The strength of the book lies in its radical vision; its weakness in the practical and pastoral implications of such a new moral stand. This, of course, will be the challenge for any radical new departure from tradition and the likelihood is that change will not take place suddenly and comprehensively but gradually and partially. Thus all Christian thinking has modified its practical stand on masturbation and birth regulation and gradually other behaviour will be absorbed in a new conceptual framework. In the meantime the book is a milestone in Roman Catholic thought which joins other studies in this country concerned with the reformulation of sexual teaching.

The work of R. Jones is concerned with Christian marriage and is a modest study whose aim is to review its contemporary standing in the light of secular activity and critique. There are four chapters devoted to facts and figures, appraisal of criticism and theological

developments, and a concluding summary which emphasises in an optimistic and illustrated manner the prospects of Christian marriage for the rest of the century. The book deserves high praise for its comprehensive range of material, lucidity and an excellent and optimistic conclusion for these exacting times. There are, however, several shortcomings which mar its excellence. The table on families with dependent children is incorrectly labelled and the percentage of illegitimate births shows further rise up to 1976 than the available data (No. 10).

These details, however, are not so important as the large-scale omission of modern Roman Catholic thought. Although the author specifies his Protestant position, in these eccumenical days to omit a book of Christian Marriage and the largely to ignore one denomination with its unique and substantial contribution to the subject in the text of Vatican II is a grave omission which weakens substantially the fabric of the book.

Further, the sentence that the infertile period is notoriously unsafe and unreliable is factually incorrect and shows negligence of accurate information on the subject. This point is not made in a polemical spirit or as an excuse to avoid the genuine problem of the attitude of the Roman Catholic church on contraception, but for the sake of veracity. What I find least satisfactory in the book is its attitude to divorce. Although the author admits its tragic quality, he underestimates severely its painful complexity and hazards for spouses and children.

Although different from each other in character and substance, these two books underline the vitality of the churches' determination to provide a realistic Christian answer to one of the most urgent needs of reconciliation between the secular and the Christian sacred.

Men without chests

Peter Hebblethwaite on C. S. Lewis

The Abolition of Man. By C. S. Lewis. Collins/Vintage 60p. 00 625198 G.

The Abolition of Man is a set of three lectures originally published in 1943. Subtitled "Reflections on education with special reference to the teaching of English in upper forms of schools", it is a brisk and spirited defence of natural law theory, which Lewis chooses to call the Tao: the view, that is, that there exists antecedently and independently an objective order of values which we can recognise and to which we must submit. We can no more invent a new value than we can devise a new primary colour.

Lewis was clearly very angry about the shoddy thinking to be found in certain—unnamed—text-books, and he is as much concerned to rout the other side as to defend his own position. In his presentation of the case he is defending sanity, good sense, morality, human values; while the opposition are crass, unintelligent, anti-human. I am in general sympathy with what Lewis is saying, but I think that he would have lost nothing by being rather more fair to the other side. To win all your games six-love six-love suggests that the opponent is playing with a sabotaged racket.

Who, then, is the enemy? It is first and foremost the guise of the English teacher who thinks that his function is to debunk advertising copy prose for its superficiality and inaccuracy. An innocent and always necessary task one might think. But only, insists Lewis, if it is accompanied and sustained by a concern for wisdom. What is the fool can debunk, but the task of the teacher "is not to cut down jungles but to irrigate deserts." It is more important to open minds to the perception of values than to be forever cutting down the dwarf to size. In less unorthodox language, Lewis is attacking what was then known as "logical positivism", and in particular the idea that expres-

sions of value were merely subjective statements about the way things happen to feel. Thus "the fall is sublime" is to be treated as a mere feeling, and not as a statement of value. Lewis attributes this subjectivist view to "modernist" young men of the professions, voicing feelings about the war, "I have sublime feelings about the war," says one of the named technicians, are "feelings about nothing in particular." A real appeal to her child to be a doctor is nonsense. These examples of debauchery have destroyed traditional loyalties and put nothing in their place. Was this his conclusion to the war-effort?

The guilty men are "men without chests": they have brains and but no heart. In the final chapter we are not far from the words of Orwell's 1984—who manipulates the language for their pleasure. Any good they may do is by accident—by the unacknowledged tribute to the departed. Lewis does not mind words: "A dogmatic belief in a divine value is necessary to the idea of a rule which is not tyrannical or an obedience which is not slavery."

Within this general and gloom there is much that is sane and memorable. Lewis's analysis of the concept of "power" remains valuable: it means that some men will use power to their own ends, and the instrument of this use is the aeroplane, the aeroplane and the wireless, all of which have a single faded air; but one could not think of Windmills. Christian apologetics have the choice of being either inclusive and generous or exclusive and dismissive. This book is the latter.

Arnold's have illustrated Christianity is likely to survive in Britain.

Far flung faiths

W. Owen Cole

African Primal Religions. By Robert Cameron Mitchell.

Buddhism. By Donald K. Swearer.

Religions in China. By Richard C. Argus.

Communications £1.50 each.

Pilgrimages and The Muslim Way of Life (Schools Council Journeys into Religion).

Quanta Publishing Ltd 64p and 65p.

Questing: Symbol in World Religions by K. P. Roudley.

Edward Arnold £1.20. 0 7131 0143 1.

Christianity: A brief description of the present day Church.

By Geoffrey Turner.

Edward Arnold £1.20. 7131 0144 X.

All but one of the books in this class are texts for use in the classroom.

Least familiar to teachers in Britain will be the three volumes from Argus Communications which appeared in the USA last year and are likely to be successful here.

The editor has done an excellent job in finding authors who know their subjects well, giving them clear guidance on approach and format, using good colour photographs and providing books of quality comparatively cheaply.

The three titles have the added merit of covering aspects of religious studies upon which there is little available at secondary school level.

African Primal Religions communicates respect and understanding in a clear analysis of African tribal cultures and religions. It is a book of living faiths, of living peoples. If one of the aims of religion in schools is to help students understand the place and function of religion in society, this book shows how important a role can have in accomplishing that task. Perhaps, too, some students will find "primitives" and "savages" will be destroyed in the process.

Arnold's have illustrated Christianity is likely to survive in Britain.

The long search

Ziauddin Sardar

Man's Religious Quest. Edited by William Fyfe.

Quanta Publishing Ltd 64p and 65p.

Open University Press £9.95. 0564 548. £4.95. 85664 5990 0.

Anthologies on religions tend, in general, to be of two basic types: comprehensive, crammed and condensed, on the one hand, and selective, more critical, helpfully instructive on the other. By attempting to be both at once *Man's Religious Quest* has gained benefits of neither.

It is quite comprehensive in its coverage, but rather bitty, difficult and confusing to read.

The reasons for these anomalies are partly that the book is not "a text" in the conventional sense of the word.

It is a volume for a particular purpose, a course, and a particular book is poorly organised and presented. After an introductory chapter on the comparative study of world religions, the book is divided into four sections: Hinduism, Buddhism, Christianity, and Islam. Each section contains a selection of texts, some of which are of high quality, but many are of poor quality. The book is a disappointment.

Approaching religious scriptures directly, without initial preparation, can create serious problems for students: it is rather like teaching

through the book. At the end of the chapter on Sikhism, we find a section entitled "Theological Dilemmas: The Paradoxes of Institutionalisation." With a rather limp apology, secular alternatives to religion are sandwiched between Islam and Aspects of African Religion, and Zoroastrianism is placed right at the end of the book. What is more, the book is a collection of essays, and the essays are of varying quality. Some are excellent, but many are poor. The book is a disappointment.

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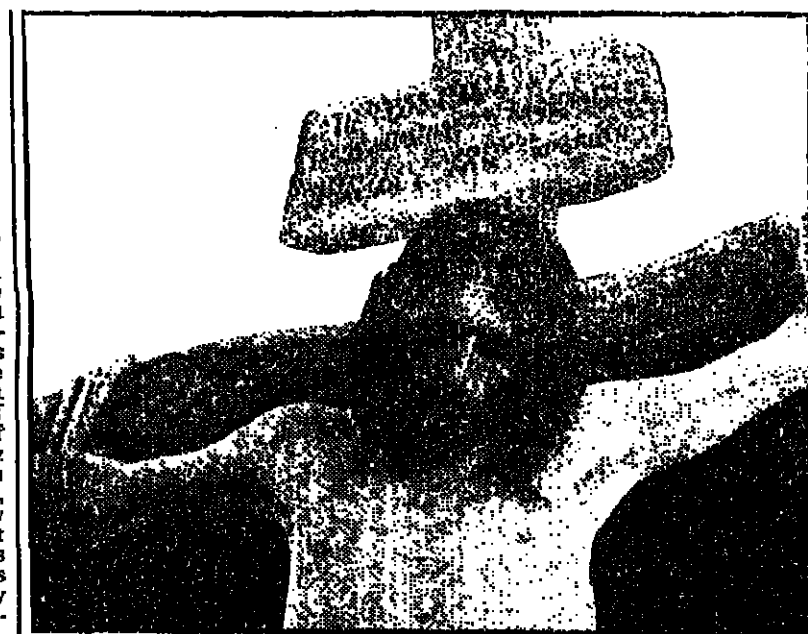
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RELIGIOUS BOOKS



"Jesus of Nazareth: the Easter Message" is a slim paperback compiled from "The Good News Bible" and illustrated in colour from the Lew Grade/Zeffirelli film. Collins, £1.00.

In the beginning

Collins Bible-story picture books.

The Creation and The Family of Abraham (£2.95 each) have, at last, freed these stories of the coy and chocolate-box qualities with which they are so often presented to children. The Creation is here no longer domestic, but epic, extraordinary in the proper sense of the word. The stories are retold by Graham McCallum and Paul Birkbeck respectively. For younger children, Mowbray's Glow-worm series, *Stories of Saint Francis, All Things Bright and Beautiful, Away in a Manger*, and *All Good Gifts* (50p each), are simple and pretty.

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Worshipful company

David Self on assemblies

Assemblies for Seniors. By Michael Brooks and Michael Cockett. Kevin Mayhew £1.50, 905725 31 X. *Assembly.* By Peter Mullen. Edward Arnold £1.75, 7131 0173.3. *Assembly.* By Tedders Brandling. Macmillan £4.50, 333 1863.1. *Tuesday Again.* By Tony Castle. Mayhew-McCrimmon £1.40, 85597 241 6. *Words for Worship.* By Christopher Campbell and Michael Davis. Edward Arnold £3.95, 7131 0148.2.

I have a sneaking fear that one of the things that first attracted me into the teaching profession was a picture of myself striding along a stone-paved school corridor, gown billowing, prayer book held against my chest, on my way to enunciate the day's collect to the assembled, blase school. Thank Heaven that at least some of these assembly aids promise to provide events that are both more relevant and more religious.

First, the one book aimed especially at primary schools, *Assembly*. Actually this handsome, illustrated and attractively bound hardback will have a much wider appeal, especially in middle schools and for the younger end of secondary schools. It is an anthology of 190 poems and over 100 anecdotal prose excerpts, all of which read comfortably and naturally and make good sense on one hearing. The editor believes that assemblies are most effective when arranged with specific knowledge of local conditions, topical events and the children for whom the assembly exists.

Consequently he does not provide ready-made assemblies but only notes on how the passages may be linked thematically, together with an easily-used cross-reference index. It is an inspiring collection—humorous without being flippant, dignified without being pompous. Its careful use will lead to rich and stimulating assemblies that will both be interesting to themselves and also lead to follow-up work in the classroom. It is only a pity that the lists of suggested hymns and recorded music are so brief.

In complete contrast are two much shorter books for the leaders of secondary school assemblies. *Assemblies for Seniors* and *Tuesday Again!* *Tuesday Again!* leads us into the realms of posters, pop, guitars and gimmicks. It takes its title from the author's regular Monday afternoon thought, when responsible for Tuesday assembly: "Oh no, tomorrow's Tuesday again!" This is not a reassuring admission, coming from a national religious adviser and former head of religious education, but as Mr Castle points out: "This book is a convenience book. It is intended

for busy teachers... Readings and prayers are given in full and no other book is necessary. Only four LP records have been referred to in the whole book."

As this implies, it is an ideal book for those who want to mount trendy assemblies (on themes like "Who are you?" and "Christ rules—OK?" which require little preparation or involvement. In all but the most caring hands, *Tuesday Again!* with its snappy passages, glib comments and reliance on "Glen Campbell's Twenty Golden Greats" (there's uplifting music for you) will devolve both assembly and religion.

Like this book, *Assemblies for Seniors* contains over 30 prefabricated assemblies, albeit slightly more up-market ones. Here the themes include world religions, Christian Festivals, faith and (inevitably) social issues such as drugs, war and racial prejudice. Each assembly includes one or two very short readings and suggests records, a variety of hymns and some amazingly undramatic, semi-scripted drama.

Obviously these two books might be said to be worthy assemblies. Unfortunately both demonstrate that by trying to be "easy" or "accessible", it is all too easy to be superficial; and that it is more difficult to invest a ready-made assembly with sincerity than it is to construct your own.

Sincerity is evident in *Assemblies*, a collection of a hundred thoughts for the day. All are original, many quite genuinely thought-provoking. They are offered in the hope that they will serve as "talks" at the centre of assembly, and that around them the leader may arrange his own choice of music, hymns and prayers. Intended for 11 to 16-year-olds, they will work well where there is a sympathetic atmosphere—there it must be admitted that one or two are a little naive. Here again, the weakest point is the list of suggested music—20 fairly hackneyed pieces ranging from the unqualified suggestion: "Messiah—(Hallel)" (not, I hope, all of it) to Vivaldi's *Four Seasons* and Elton John's *Nightmare* (presumably for dark winter mornings).

Much more weighty (quite literally) is *Words for Worship*, now reissued in paperback. 450 pages contain over 800 prayers, Bible readings and secular passages. It's a bit public school oriented (it would certainly be very suitable for carrying along grammar school corridors) but it is (in another sense) comprehensive and very good value. Personally though, whatever age group I was concerned with, I'd prefer Rodger Brandling's *Assembly*, a Bible and a good prayer book—even if that did mean carrying three books and working out my own themes.

Peoples of the Book

Ronald Lunt on Bible scholarship

A Key to the Old Testament. By David L. Edwards. Collins/Penguin 95p, 00625 192 7. *From Moses to Paltmos.* By John A. Sawyer. SPCK £3.50, 281 03564 4. *How to read the Bible.* By John Goldingay. Oliphants Outlook Books £1.50, 351 00602 1. *Something Overheard.* By A. E. Harvey. Bible Reading Fellowship £1.25, 900164 417. *Good news for Everyone.* By Eugene A. Nida. Collins/Penguin 75p, 00 625005 X.

Each one of these paperbacks has something fresh to say in the field of Biblical studies: every generation has its own new insight to contribute, and some experts are much better than others at communicating the fruits of current research to the common reader.

"We are trying," says David Edwards in his *Key to the Old Testament*, "to have Christianity while refusing to take seriously three quarters of the Christian Bible." The Old Testament is, admittedly, a jumble; but with his *Key* the way becomes plain, the often agonising confusion of real people becomes a gripping story with relevance to our own condition.

He makes sense out of the tangled, often duplicated and mutually contradictory tales of Israel's history and shows their religious significance. With ample illustration from recent archaeological discovery he sets the scene; but he insists that archaeology can but provide the backdrop—it cannot illuminate the Bible as it is.

His book is centred on the dramatic, personal; they were people who "knew" life in its intoxicating and terrifying fullness. With the clarity and simplicity that come from real mastery of his sub-

ject he covers the ground from Abraham to Antiochus, including the Apocrypha, using the New English Bible, and concluding with a powerful chapter on Judaism, Christianity and Islam today—the peoples of the Book.

Dr Sawyer's book, subtitled "New Perspectives in Old Testament Study", is based on a course at a Christian Education conference, and argues strongly for the unity of the Bible, and the integral part in it of the Old Testament, now so apt to be left out of our religious education programmes. The question is not so much "How", but "Why did such book come to have the shape it has? What did the writers intend to say to their readers or audiences?"

In each of the seven essays there are valuable fresh insights on the main types of writings, as historical perspective is called into play. Chapter five, for instance, is particularly effective on the Book of Psalms in its final form, on the educational role of Proverbs, and on that imported, foreign tale, Job. Of the Prophets he well describes their eccentricity, their loneliness and isolation, their embarrassing air of authority, and their non-alignment. He argues a case for treating the Isaiian corpus as a unity. Orthodox Judaism is post-Maccabean Judaism, and reflects the profound influence of Hellenism.

For Christians the Old Testament is so arranged—not so for Jews—that in the histories it treats of things as they were in Wisdom literature of things as they ought to be; the Bible is full of "the rapture of the forward view". Intellectually this book is the steepest in the bunch.

John Goldingay's slimmer book, based on the revised New Bible, is something of a *tour de force*: into this little compaction of 160 pages he fits a succinct and complete sur-

vey of all the books of the Bible in the light of current understanding of the New Testament, and into their place according to Testament categories. He throughout towards traditionalising and attribution.

He has a bright and lively style with modern images, stands back and draws good vignettes of the writers in the Testament to tell us how the Testament saw the question which Jesus was the answer to, and the way it needed solved: Jesus comes and he himself is the one to solve it.

The point of Mr Harvey's book, the New Testament, is that we shall never make sense of the New Testament until, like droppers, we are made aware of the concerns of the writers and for whom they wrote. The history of Bible study is the 2000 years it is still very much an open field with still big problems unresolved.

As in a detective story, on our imagination to tell the right places. This admirable book is for those who want to read the New Testament intelligently, temporary lines of research clearly and succinctly.

The Good News Bible, produced by the American Bible Society, became a bestseller through its English-speaking world. One of the Society's aims was to give an account in God's word of the principles of methods adopted in the translation, to produce a common translation, illustrating right problem-passages. This latest record will be valuable in using "To-day's English Version"—even if, at times, it reads: "whence or raise an eyebrow."

When in England... do as the Romans?

Michael Marshall

More Roman than Rome. By Derek Holmes. Burns and Oates/Palms Press £8.50, 86012 060 0.

Mission or domination? Dr Derek Holmes has provided a scholarly and most readable modern survey of the development of English Catholicism in the nineteenth century from Catholic emancipation in 1829 to the death of Archbishop Vaughan in 1903. It is a highly illuminating study of the triumph of Ultramontanism—or "Vaticanism"—as Tyrrell disparagingly called it—over a more indigenous and English Catholicism—perforated by Wiseman, Manning and Vaughan. After the French revolution, French Catholics had established churches, priests and a presence in England alongside the loyal Catholic gentry who were encouraged to seek emancipation and the restoration of the hierarchy. Nothing could have been further from their wishes or needs than the explosion of Ultramontanism—"more Roman than Rome"—which was to be initiated by Wiseman, developed by Manning and eventually championed by Vaughan. To oppose this movement was to be rebuked for liberalism as in the case of Newman, rationalism as in the case of Acton, or blatant apostasy, as in the case of Tyrrell.

The enormous surge of Irish immigrants and the social and economic problems of the industrial revolution, demanded a disproportionate concern on the part of the Catholic hierarchy in England. In many ways

the Catholic church was conspicuous and even heroic in its response to those needs—especially in the case of Cardinal Manning and his involvement in the dock strike of 1899 at the age of 82. Nevertheless the book is predominantly the record of a failure to respond as a missionary force to the more challenging needs of English Catholicism as a whole—university and higher education and an intelligent response to liberalism and modernism together with a truly English cultural involvement in all aspects of national life. Ultramontanism expressed a citadel temperament to all that was not Roman, papal and therefore irrelevant, culminating in the Syllabus of Errors of 1864, the Vatican dogma of infallibility in 1870 and the declaration of invalidity of Anglican orders 1896, conspicuously championed by Vaughan, the founder of the Catholic Truth Society.

There are no heroes in the book. Newman is the patient, continuing devout and intelligent spirit of nineteenth-century Catholic witness, deeply disturbed as editor of the *Rambler*, protagonist of Catholic involvement in higher education and sympathetic to the evolutionary thought of Milner and the school of higher criticism. Manning emerges as a man of deep compassion, greatly respected and befriended by Florence Nightingale in his social concern and genuine compassion for the pastoral needs of the Catholic poor in the new and large industrial cities of the north. At the same time, however, it was Manning who championed a blatant Ultramontanism in the Dublin Review of 1863 calling for "downright, masculine and decided Catholicism—more Roman than Rome, and more Ultramontane than the Pope himself."

So the book shows an evening of a Catholic largely dominated by the Irish needs, proselytising Roman policies and indifferent and aggressive alike towards English society, its broader needs and its characteristic objectives. Before and beneath this overlay was the more temperate spirit of a Bishop Ullathorne who represents a progressive form of English Catholicism and if such a spirit had prevailed the ecclesiastical scene in the twentieth century might have been very different.

Derek Holmes reminds us that in the 1830s the Archbishop of Canterbury and the Bishop of Oxford of the day had approved a scheme of Anglican reunion with Rome. It was the events of the papal aggression of Wiseman through to the 1830s the triumphalism of Vaughan which buried such possibility beneath a Catholicism which was totally equated with Rome and Ultramontanism on the one hand and an intellectual massacre in the name of pastoral concern for a largely Irish immigrant community on the other hand. Is it too much to hope that the unfortunate history of the development of the Catholic church in the nineteenth century may yet be countered by a new spirit, which uncovers again the earlier characteristics of Ullathorne's Catholicism, in the latter-day hierarchy of Westminster in the second half of the twentieth century?

23 Books/Religion

Christian conviction

Christianity in the Classroom. A Christian Education Movement, 2 Clarendon House, Pages Lane, London N10 1PR. 75p, 905022 26 2.

Christianity in the Classroom is the record of the Christian Education Movement's Easter, 1977, course and a very important book. CEM are to be congratulated upon publishing the papers, a practice which more conference organizers should regard as important, and in making it available within 10 months, the time that Buddha and Guru Harbinder were in the womb and a sure guide to importance! Gwen Palmer is intensely and helpfully practical in her short piece on the primary school and intentionally leaves aside however, bravely states that education is about changing people, and is inextricably limited to the process of humanization. Schemes of work should therefore be concerned with real issues and ultimate questions, with particular insights which Christianity brings to bear on them. By considering the impact which the Christian faith has on a person living his life in relation to the issues and questions, pupils should be helped, on the basis of what they have learned about Christianity, in their quest for a faith by which to live. He asks that pupils should not learn about religion but do religion in the sense of applying themselves with mind and heart to the major issues of life. Mr Birnie's essay is convincing but, occasionally, as he stipulates at teaching about religion, the spectre presents itself of another generation of religious education teachers coming forward whose sole quality is Christian conviction but who lack knowledge, theological training or educational skill. This is a breed I am sure he wishes to discourage as much as I do!

Dr Michael Hinton takes us away from the religious education lesson and considers the contribution which a Christian can make to the total life of the school. It is an essay which every teacher, whatever his own personal beliefs, might read with benefit. Those of us who speak of objectivity and openness certainly do not ask that the enrichment which such Christians can bring to the life of a school should be concealed. I would only ask that we remember that few Humanists and others might have as much to offer and should be encouraged to bring their insights and use them to serve the school community.

Bishop Newbigin's paper was presumably the keynote address. It is entitled "Teaching Religion in a Secular Plural Society." To some extent this is a critique of the Birmingham Agreed Syllabus and Hintonbook through an examination of the words "religion," "secularity" and "teaching." I cannot help concluding that the force of his argument is lost in word play but that the points he makes, particularly about the difficulties of teaching anything objectively, be it history, literature or religion, and the assertion that the open approach encouraged by the syllabus itself indicates a form of commitment, deserve further attention. However, this important conference report highlights not only the problems of teaching Christianity in Britain today, but also the broader and deeper issues which face Christians who are involved in education at all levels from the nursery school to the university and in denominational as well as maintained schools. The churches might set up another "Durham Commission" to examine and analyse the difficulties facing Christians in education and in the teaching of Christianity—issues to which the CEM conference report gives too little attention—and attempt to provide a theology of education for our time.

W. Owen Cole

Society of friends

You and the Quakers. By Alison Sharman. Friends Home Service Committee. £1.00, 85245 125 1.

This account of Quakerism, explained in 40 questions that are simply stated and simply answered, could hardly be bettered. It is apparently meant for the young teenager, but a bright 11-year-old might lap it up, and adults could learn from it.

Alison Sharman shows how the Society of Friends engages in worship, how it transacts its business, expresses its belief in action rather than creeds, and how all this came about. She writes vividly and with no concessions to teenage colloquialisms. But the story is not without humour and here her illustrations, Michael Ricketts, come in. Some of his drawings are both funny and true: for example this



One of many interesting black and white photographs by Chris Bruce in "The Bhagavad Gita—the Gospel of the Lord Shrikrishna, the devotional book of Hinduism." (Faber £6.95 and £3.95)

Around the world

E. O'Connor

World Religions: A Handbook for Teachers. Edited by W. Owen Cole. The Commission for Racial Equality in conjunction with the SHAP Working Party on World Religions in Education. £1.50.

The publication of the third edition of this excellent handbook less than a year after the second edition testifies to the spread of interest in the teaching of world religions and also to the wealth of ideas and practical suggestions which it contains. The CRE and the SHAP Working Party are to be congratulated on continuing to make it available at such modest cost.

As Owen Cole states in his introduction, while this handbook was developed from *World Religions: Aids for Teachers*, it expresses views and tries to provoke in a way that its predecessor did not. The main sections cover general

articles, a range of project work with younger children, teaching approaches to the main world religions, including Christianity and there are bibliographies and useful addresses. As well as updating references and information, the third edition also includes an interesting and useful new section on the use of visual aids, speakers and visits in primary school world religions.

Of the sections on "The Religions and Philosophies" the least satisfactory is that for Buddhism—but, as the editor points out, this reflects the fact that there is a dearth of textbooks material on Buddhism and little that is completely sound. But overall this handbook will be invaluable for teachers who have already embarked upon a world religions course, for those who contemplate doing so, and for those who wish to teach particular themes on a comparative basis or to include consideration of a particular faith.

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"Variations on a Theme"

continued from page 29

series of quasi-independent sub-fields.

These and many other aspects of physical geography will form the essential theme of this year's annual conference of the Geographical Association at the London School of Economics from April 3 to 6. From what must be the first time, the conference will concentrate almost entirely on physical geography, with four main sub-themes being scheduled. Firstly, there are a number of reviews of the "state of the science", looking at specific fields and their recent developments. The recent revolution in geology, its reflection in our understanding of the character and behaviour of the earth's crust, will also be discussed. This is followed by the theme of integration in an environmental context, with both general problems and specific environments being evaluated. Within this section will lie the Macmillan Education Lecture on "The risks and benefits of pollution" that will be given by the chairman of the Royal Commission on Environmental Pollution, Lord Ashby. Thirdly, the theme of the application of physical geography to the study and solution of "real world" problems will be illustrated, while the fourth theme is the basic one of physical geography and education.

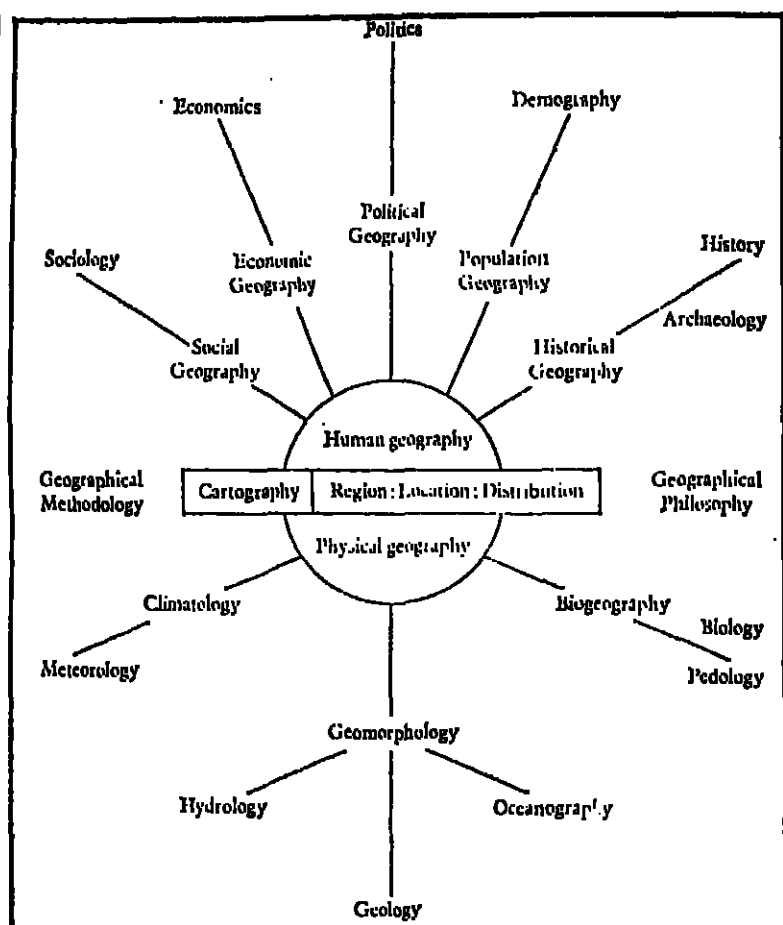
This will in fact begin the conference, with the president's discussion of the role of physical geography in the curriculum, in which links with other sciences will be explored and approaches assessed. It will also form the bulk of the later sections as teachers and teacher groups discuss a range of policy and practical issues—problems of field work in protected landscapes, field techniques in hydrology, and the place of physical geography in environmental education, finishing with the intriguing title "But I can't do that kind of work with my kids".

For a subject that has always prided itself on its fundamental connection with landscape and the environment, geography has played a disappointingly small part in the environmental debate of the past decade. To some extent this was almost an accident of history, since public awareness of environmental issues coincided with a period when geography was restructuring itself and changing its essential approach to its field of study. Moreover, it was a time when human geography was the area of maximum change and ferment, and was thus perhaps the main focus of internal concern. The changes in physical geography have proceeded at a slower and steadier pace, while at the same time embracing more than the methodological and conceptual changes that have affected geography as a whole.

A greater degree of scientific competence, a move to laboratory analysis and experimentation and an acceptance of the need for a far higher level of technological support, have all been added on to the quantitative and philosophical developments within the field, but these changes had not been fully implemented by the mid-1960s.

However, physical geography and physical geographers now would seem to be equipped for rapid and significant expansion and advance in the discipline, and the concern of the Geographical Association conference and with the role of physical geography is both pertinent and timely. The realization of this potential however is in the hands of present and future geography teachers at all levels, and will require them to draw more heavily on basic science to develop competences that are at present only latent and to integrate their subject more fully into the curriculum as a whole. With effective planning and the adequate scientific training of participants, physical geography should be at the point of lift-off. Now is the time to "light the blue touchpaper and retire"—though the final word should not be taken in a literal professional sense!

Professor Stanley Gregory is head of the Geography Department, University of Sheffield.



Geography 1950's style. From "The literature of geography" by J. G. Breuer (Clive Bingley).

"... nor lose the common touch" continued from page 29

walk, or may be his town walk, with interest. Could the student who loved the countryside, felt a romance for far away places with strange sounding names, was attracted to the colours and patterns in maps and now, wanted to contribute to world understanding, could he find greater satisfaction in the geography of the 1970s than in the geography of the 1950s?

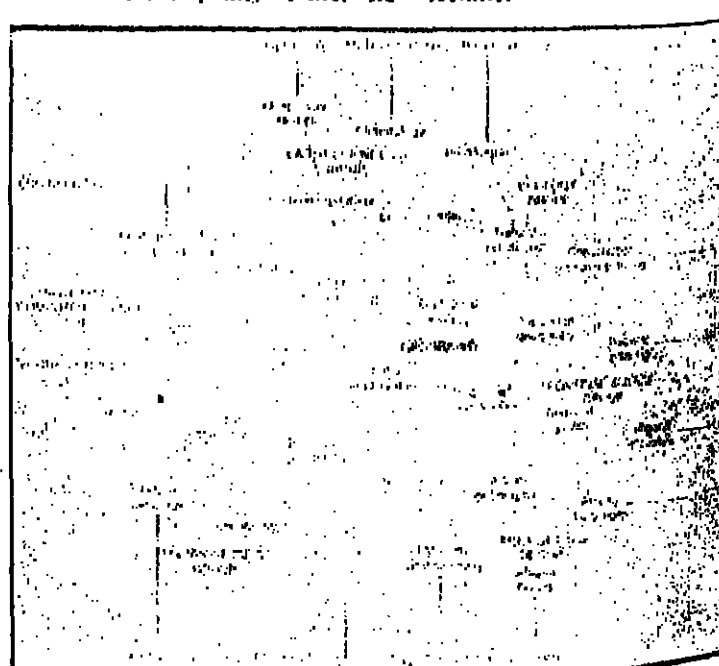
The quantitative and conceptual revolution of the 1960s has left us with a very different kind of geography which is seen not as a subject with well-defined edges but as an approach to problems. In a search for order, precision, perception and prediction the geographer used a theoretical approach with assistance from statistical and mathematical techniques. The geographer's "spatial mission" became emphasized, locational analysis predominated, new skills in data collection, analysis and interpretation were assisted by the scientific technology of computers, automatic mapping devices, satellite photography and other remote sensing techniques. In place of unique regions and "earth description" or "great differentiation" came the new order of process, general systems theory and ecological analysis.

A new geographical language has evolved. A torrent of "buzz" words and phrases flooded the geographical scene: maximum entropy models, polygon techniques, space-time spectral analysis, interaction territories, hierarchical distortion due to agglomeration. Have geographers at last achieved the magical status so long denied them? Need they ever feel inferior again with this complex mountain to hide behind? But has the gap between the geographer and the layman not widened still further? Not long ago, an eminent geographer wrote:

"Geography must not become so mechanistic that it loses its soul, must not become so lost in theory that it forgets the practices of the earth and must not become so exclusive that it can only accept those who speak its private language."

Can you speak its private language? Why should it become so radically transformed in the late 1960s that only an insider could be expected to understand it?

Perhaps as a reaction, the 1970s have seen new geographical frontiers emerge. Environmental perception has involved such inquiries as landscape tastes and evaluation, awareness and response to natural hazards, residential preferences and concern for the quality of life. He-



Geography 1970's style. From "Geography: a modern synthesis" by Peter Hagget (Harper & Row).

Cover-all

By B. S. Roberson

British Isles. By R. Nixon. University Tutorial Press. £2.60. 0 7231 066 2.
Western Europe's Systematic Geography. By A. Beall. Pitman. £2.50. 0 7273 25267 4.

UTP have long had a policy of workmanlike cover-all books which "get them through the exam". The leopards have not changed their spots, though some of their maps are now part-coloured. Mr. Nixon's British Isles may well outlast the evergreen "Preece and Wood". The exam is O level, and this is a clearer shaping of content to fit a study course, syllabuses and questions as possible.

The plan is systematic, but the author hedges his bet with substantial and well-placed regional studies. At suitable places there are also neatly introduced topic studies, often based on sample material.

There are abundant pictures and the maps and diagrams are not over-loaded. It would save time if examiners marked these now; they will see them or variously garbled versions in the future. The exercises are at the right level, and related to the text.

Mr. Nixon wisely avoids the term "geographical factors", but gives frequent summaries of factors affecting the development of this or that. It is this kind of pre-digested thought which denies geography its function as an educative subject, and reduces content to mere cram. Learn it for home-work!

Western Europe is one of the most difficult areas to plan, and Mr. Beall also aided by the U.C. of the EEC, exchanges its traditional country by country method for the systematic. This method for the syllabuses of several boards which now require the study of selected topics or problems within the region. He has more respect for the intelligence of his readers than Mr. Nixon, although, also at O level, he is academically on a higher plane. Even so, he occasionally slips in summaries of factors and advantages.

There is a crispness and clarity about Mr. Beall's presentation that should carry over to those who study him. The writing is concise and to the point, the pictures are well-chosen, fresh, and relevant, and maps, avoiding the middle of multi-purpose, have each one theme.

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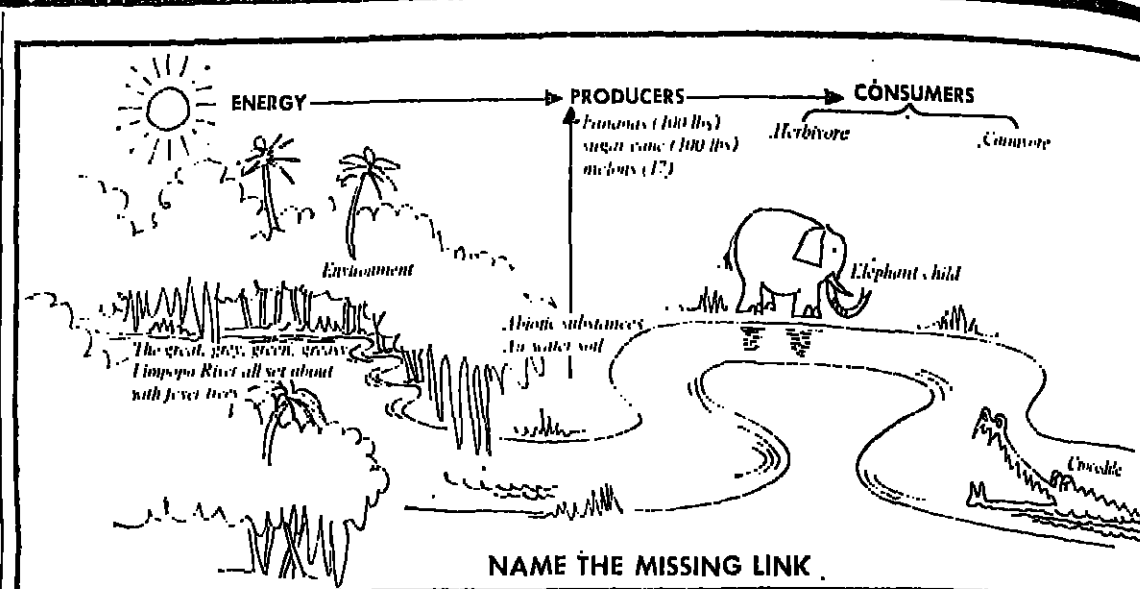
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At the hub of the wheel

Rona Mottershead on the place of biogeography at school level

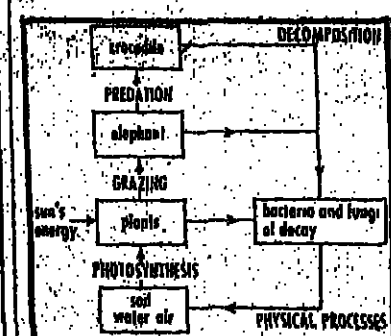
"Biogeography?"—the usual deflating response as the geography teacher smiles wisely and murmurs, "I leave all that to the biologists!" The implication is clearly that biogeography is merely concerned with plant and animal adaptations or with the theoretical distribution of soils and plants, to be memorized and explained by climate alone. "What about systems?" I say, "and processes, local studies, quantification, land-use decisions, prediction, simulations, land planning, world resources and pollution?" "You and your jargon," laughs the teacher dismissively.

In spite of such discouragement I still believe that the systems approach to biogeography offers us a new framework for our geography teaching and means that we can return to the proper study of man-environment relationships at any scale we choose and in as simple or as complex a way as we wish.

Even in junior school children understand the links between living things—the big bad wolf eats the pig; the spider eats the fly. All children know the answer to the elephant child's question in the *Just So* stories: "What does the crocodile have for dinner?" Kipling, ahead of his time, even quantified the Elephant Child's food for us. The new biogeographer can now express all such observations in systems form, as in the drawing above.

This may seem a trivial example but it illustrates the basic concept behind the new biogeography—the ecosystem. The systems approach gives better solutions to problems in the real world because it has restored balance to our thinking and has shown that man is part of the ecosystem as well as being its manipulator. It has also placed emphasis on process and thereby changes the nature of the study from one giving a static view of the world to one showing dynamic change. In the past geographers took a snapshot view of the earth and explained it in terms of the factors at the time; now we look at rates of processes and see how these vary and bring about changed distribution.

If we again use the example of the *Just So* stories, we could ask what are the processes involved here and how can these vary? The diagram might look like this:



The questions our school children should be asking are: "If the rate of photosynthesis were to increase, triggered off by a 'What would happen to the levels of the various components in our system?' 'What could bring about increases or decreases in the rate of photosynthesis?' 'What happens if there is overgrazing or if decomposition ceases?' A wise understanding of the significance of such questions and their tentative answers by the citizens of the future must make them better custodians of the earth's resources than their fathers."

Until recently geographical study seemed to be splintering as students pursued their own particular topics, diverging further and further into other disciplines. Biogeography, however, could form the link between human and physical geography; it could be the focus of geographical ideas on slope, soils, plants, animals, economic geography, farming, urban geography, climate. These are bold claims for biogeography but I believe they are valid.

But how can all these methodological ideas be translated into interesting and worthwhile lessons in school? All good geography starts with observing, and recording in the field and biogeography is no exception. Much simple field work may be done literally on the school field as well as perhaps providing a more adventurous trip to sand dunes, moorland or woodland.

As with most physical (rather than human) geography, measuring instruments are required, but these need not be elaborate and may often be home-made. Much quantified work, for instance, may be based on measurements made using four 10-metre lengths of string, a home-made hypsometer and a quarter girth tape. These simple tools enable the volume of wood in tree trunks in a patch of forestry conservation land to be calculated. The chief forester will know the age of his trees so one could then reckon the rate of the trees' productivity.

Surveys of the vegetation in different parts of the playing field could be compared to show the influence on growth rates of various site conditions such as slope, shade and trampling. Plants form the link between the non-living and living worlds and are the proper starting point for biogeographical study. "But geographers plot things on maps," you say. Biogeographers do, too. Send out your pupils with a 1:10,000 map and ask them to record the land use they see. Then they should try to account for their findings in terms of measurements they have made of slope, soil, aspect, temperature, rainfall, drainage, animals, etc. They could draw graphs to show relationships, for instance between slope and land use. Comparisons could also be made of land-use today with that of 20 years ago. The possibilities are endless and it's surprising how quickly such simple exercises kindle interest and enthusiasm.

The biogeographer now has an ever-increasing store of information on which to draw—soil maps, farm maps, drift geology maps, land-use maps, bio-climatic maps, forestry commission maps, land capability maps as well as meteorological data—from soil memoirs and water boards—and details of plants and animals from nature reserve wardens and conservation groups.

Once an understanding of patterns of vegetation and land use has been gained, pupils should be able to transfer this understanding to textbook studies of regions in other parts of the world. A study of impoverished desert soils could follow field work on Britain's sand dunes; studies of natural and man-made deserts in Britain should give insight into the studies of desert in the oceans; a study of a oak woodland could lead on to that of the ecosystem of the multi-layered tropical rain forest.

Biogeographical studies in the past seemed to present an unreal view of the earth—untouched by human hand. Too much time was spent working on theoretical diagrams and too little on problems of pollution and land use. Land use surveys under the direction of Dudley Stamp in 1933 and Alice Coleman in the 1960s are valuable sources of information which may be compared with present-day surveys by the pupils themselves. The causes of change may be discussed and the significance of man's increasing technological power and control over land use should emerge. Studies of this type also give insight into decision making itself.

Then can follow simulations of reality such as the *Coca Cola* game which demonstrates the conflict of interest between different groups of land users and the consequences of their decisions—or one could develop a particular idea arising from one's own work in the field. Many geography rooms today are laboratories with benches and water provided and here biogeographers can simulate physical processes, particularly those relating to the soil. Even if top place within the soil, and sinks are not available much may be achieved with the aid of just two buckets of water, a funnel, a beaker and a plant pot full of soil.

Capillarity and salinization for instance are easily demonstrated by placing a mixture of salt and soil in a funnel with its stem dipping into a beaker of water. When the surface is heated by a lamp, evaporation from the surface causes water to be drawn up through the soil-salt mixture and soon a crustation of salt appears on the surface. Leaching, percolation, the variation of pore space, field with particle size, pore space, field capacity, soil saturation, soil pH, etc., may all be simulated in simple laboratory demonstrations.

A proper grounding

Geography 11 to 13—a case for reassessment? Asks Richard Kemp

In looking at geography teaching in the lower reaches of secondary schools, two questions arise urgently: need consideration: what precisely should be the teaching aims and objectives for this pre-exam period, and how should geography teaching be organized in relation to other humanities subjects?

Any department can broadly outline its aims and objectives for geography in the first three years, but they are often in such general terms as: "To give pupils a good grounding in the basic principles, and to encourage them to think geographically." We need to be much more definite about aims in the first three years. No doubt these departments would, rightly, include an introduction to mapwork and basic ideas of the form and shape of the earth's surface; most syllabuses would probably include settlement and farming studies. But in addition to provide a geographical framework of background facts and concepts on which to build in the fourth and fifth years, we ought to be more precise.

A relevant discussion paper has been produced by a study group in Oxfordshire (*The Child at 13—Expectations in the field of Humanities*). In broad terms it is suggested that by the age of 13 pupils should have studied some aspects, and gained an understanding of key ideas in each of the following topics: settlement, agriculture, manufacturing, industry, physical environment (including landforms, processes and weather systems) and, if possible, population and transport.

Pupils should study these ideas using examples at differing scales: local, national, continental and world; when practicable the local environment should form the starting point. Examples should be drawn from both the developed and developing world. The settlement theme breaks down like this:

- (1) Settlements are established for a variety of economic, social and cultural purposes.
- (2) Precise location may depend largely on site characteristics.
- (3) Accessibility is a major factor in the development of settlements.
- (4) Different land-use patterns may be identified in larger settlements.
- (5) Large settlements normally have more functions than smaller ones, and settlements may be ordered in a hierarchy by size and function.
- (6) There is movement of people, goods, money and ideas between and within settlements.
- (7) Settlements have spheres of influence that vary in size according to size and functions.
- (8) Settlements are subject to growth, decay and change in functions.
- (9) There are various patterns and regularities in settlement distribution.

In addition to this outline one could suggest that pupils should have a knowledge of basic world locations—seas and oceans, continents, major countries and cities, regions of physical distinction such as deserts, mountains, rain forests, grasslands, extreme cold, and a more detailed knowledge of locations in Britain.

To many this outline of what should be achieved by the end of the third year may look ambitious, but it is a realistic one. A well organized teaching of the subject from 11 onwards, if not in primary or middle schools as well. This is a fair criticism, although one could still maintain that it does represent a target at which to aim, even if one recognizes that less able pupils may only achieve a simple understanding of the ideas outlined. The emphasis needs to be on ideas as well as facts, for both these elements are crucial for pupils who will be following a modern syllabus at O level and CSE; to complete these syllabuses in under two years is a challenge in itself, and so proper grounding in both facts and ideas must never be underestimated.

The second question—how geography should be organized in relation to other humanities subjects—is less straightforward; more a question of ideology than of pure geography. The trend over the past decade has been to integrate 11 to 13 geography, usually with history and religious education, and sometimes with English as well. Such "humanities" schemes vary considerably. Some are operated only in the first year, while many others carry on into the second and a few until the third. Most humanities schemes are taught on a mixed ability basis, particularly in the first year, while others operate on a broad band, or even set basis. The original idea behind many of the schemes was to have block timetabling of classes, so that the varied skills of teachers could be fully employed in some form of team teaching.

The real heart of the humanities question is not concerned with the theory of integration (although one suspects that many geographers would make out a case against this), but with its practical implementation. Large-scale specialist accommodation, allied to the restrictions of large school timetabling, may at one stroke destroy the team teaching ideal, which depends on classes being taught at the same time at the same place.

A more serious problem could be the demands mixed-ability humanities places on teachers' skills. Relatively young and inexperienced teachers are being asked to provide a sound factual and conceptual basis to pupils of high and low ability, in a range of subjects that might include history, religious education, English as well as geography. Is it fair to both teacher and pupils to ask the specialist geographer to initiate creative discussion and writing on the poems of Ted Hughes? Can the history-trained probationer really provide the same enthusiasm and knowledge of geomorphic processes as the geographer? The results are twofold—lack of academic rigour for the

more able in humanities, and an inconsistency of factual and conceptual grounding that shows itself in the fourth and fifth years.

Many would consider that the humanities has come for integrated humanities to justify its position as guardian of 11 to 13 geography. One need not suggest that this justification is collective—that is largely a matter of ideology—but that each individual humanities department must seriously ask themselves two questions:

Is humanities providing a sound and consistent grounding in the integrated subjects, in order to help meet the exam requirements of years four and five? The emphasis should be on both the factual and conceptual soundness, and on the overall consistency of this grounding.

Are pupils of all abilities being provided with courses that are both stimulating and intellectually challenging? The standards set in academic demand at 11 to 13 must be reflected through the school. Unless the answer to both questions is strongly affirmative, humanities

will always be open to the charge that academic progress is being sacrificed on the altar of social development.

On the positive side, the contribution of humanities has been in many cases to introduce a greater creative element into geography teaching at 11 to 13. That the acquisition of basic geographical skills and facts can be welded to stimulating creative work is an idea long overdue, but that is now taking root. For example, what teaching map-work skills of scale, distance measurement and direction finding, increased pupil interest can be generated by setting the exercise against the backdrop of, say, directing a search party to a crashed aircraft on a deserted island. Agreed that some basic concepts and facts must be mastered—but their acquisition should be integrated as far as possible with varied and interesting techniques and practical tasks which in themselves aid the acquisition of basic skills.

Richard Kemp is head of geography, Lord Williams' School, Thame.

Land and People has been written to help pupils understand society—their own and others. Each unit looks at one community. A slide set provides an introduction to the study, the core book contains basic information about the people and the area. Four case studies build on the information in the core book to give detailed insights into social relations. A study guide for pupils provides additional information and tasks. The whole unit raises ideas and questions about life in the community.

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... one of the basic problems for geography in the 16-19 age group is precisely the widening abyss between physical and human geography.

Bridging the gap

By Michael Naish, Ashley Kent and Eleanor Rawling. Schools Council Curriculum Development Project: Geography 16-19

In the early 1960s, much interest and discussion was centred on C. P. Snow's exposition of "the two cultures", warning of the gap between the sciences and the arts. It appeared to become wider, it was argued, this could become culturally divisive and even environmentally dangerous.

The problem seems to have been recognized some 70 years previously by Sir Halford Mackinder, who initiated the teaching of geography at the University of Oxford. He considered it was the duty of the geographer "to build one bridge over an abyss which, in the opinion of many, is upsetting the equilibrium of our culture. Look off either limb of geography and you swim in its noblest part."

It is significant that one of the basic problems for geography in the 16-19 age group is precisely the widening abyss between physical and human geography. When the Geography 16-19 Project team commenced work in 1976, analysis of the situation suggested that the trend through the late 1960s and early 1970s had been for physical geography to become so specialized that it was in danger of becoming firmly enmeshed in the earth sciences.

Through the same period, increased concentration on theoretical models and locational analysis, and enhanced interest in social questions seemed to be divorcing human geography more and more from consideration of the physical environment. One university geographer commented that some students arrive for their first year of undergraduate study believing that the world ought to be a featureless plain covered with hexagons.

The divorce of physical from human geography tended to be emphasized by the A level syllabuses, which, in general, contained separate sections on physical and human, examined by separate papers. Consequently sixth-form teaching of the subject was (and is) split between "specialists" on one side or the other.

The increased interest in quantification in human geography has tended to intensify the degree of specialization, as certain members of staff get involved in brushing up the necessary statistical techniques. In theory, the two major systematic branches were to be related together in the regional part of the syllabus, but we wonder how far this is possible in the limited time available to cover crowded syllabuses.

The major recent A level revisions of the Joint Matriculation Board and the London Examinations Board go some way towards bridging the gap. One of the aims of the JMB Syllabus II is to educate candidates so that they can arrive at "an appreciation of interrelationships within the environment", but this seems to refer mainly to the natural environment, and there are still separate papers for physical and human.

London's new syllabus, to be examined for the first time in June, is encouraging in that it asks for an understanding of the interrelationships between physical and human environments and the resulting problems. Better still, one of the objectives of the exam is to test "the ability to integrate the knowledge and comprehension of physical and human geography in answering questions with reference to examples on a local, regional,

national and supranational scale". The first exam papers are awaited with interest.

The view taken by the Geography 16-19 Project is that the division of A level geography into two major and separate systematic branches has resulted from attempts to approach the construction of the curriculum for this age group almost exclusively from the academic standpoint. By this we mean that the exam syllabuses, which have to date provided the exclusive guidelines for two-year courses, are based in the main on the nature of the subject as taught at university level.



At work on the Man and Natural Hazards unit.

Our work in the project is much concerned with turning this system of its head, and commencing the construction of the curriculum from the educational viewpoint. This means beginning with questions about the whole purpose of one or two years of full-time education after 16. It demands consideration of the needs of the students and of society and analysis of the contribution which the study of geography can make towards fulfilling these needs.

Obviously the implications of developments in the research frontier of the subject need to be considered carefully, as does the body of geographical scholarship on which such developments are based. We need to ask what is appropriate content for courses for 16 to 19 year olds, in terms of its potential for achieving educational objectives, as well as building an understanding of geographical concepts and some of the techniques which geographers employ.

In adopting this approach, we are attempting to construct a broad-based curriculum, which will be of value to those 16 to 19 students who terminate their full-time education at 19 (that is the majority), and will also act as a suitable foundation for courses in further and higher education. Our aim is to draw the physical and human sides of the subject together, illuminating the nature of interrelationships between man's environment, including the natural environment, and his activities and examining the spatial results of these interactions.

We are interested in the geographers' contribution to the study and possible solution of environmental questions and problems, accepting that through his special concern with spatial location, distribution and interaction, the geographer has a distinctive and significant contribution to make. To do so, he needs to understand the processes at work in both the physical

and the man-made environment, and the nature of the interrelationships between the two.

In our attempt to put our ideas into practice, we are undertaking a number of tasks with the help of teachers, lecturers and students in a range of establishments.

In the first six months of the project's work, we initiated wide ranging discussions on needs, aims, and objectives, which took place in within departments. A national conference was held, and the papers and reports from this conference, together with the reports of the group discussions helped the team to prepare a statement (soon to be published as a project occasional paper) on broad aims for geography in the 16 to 19 curriculum.

Broad aims need to be translated into more specific objectives which may be used as a basis for planning courses, and to achieve this refinement, we are working on the production of a document which sets out a curriculum framework for the construction of courses at various levels within the 16 to 19 age range. This has involved us in attempting to define what is distinctive about geography in terms of key ideas, the sorts of questions which geographers ask and the various viewpoints which geographers adopt.

As a result of this analysis, and in the light of our work on broad aims, we have adopted a framework for study on a continuum from dominantly natural to dominantly man-made. At one end of the continuum emphasis will be on natural environmental systems and the challenge they pose for man, while at the other, students might be studying the functioning of cities as examples of man-made environments.

Understanding of the basic principles of physical and human geography is obviously a necessary part of such study, but such understanding needs to be acquired in order to examine the spatial results of man-environment interrelationships rather than as an end in itself.

The framework proposes a set of major themes based on the objectives of the man-environment approach to 16-19 geography. These themes will help in structure the selection of examples for study. The need to cover a range of scales from small scale or local, through medium to world scale, and to sample from both the developing and developed world are further criteria for selection of content.

Work continues on refining this framework, and on its implementation in the form of examination syllabuses for A level and CSE (or one-year CSI courses). Meanwhile the project team has produced a first trial teaching unit on Man and Natural Hazards.

The unit (at present not available for general distribution) exemplifies the ideas implicit in the project's approach, and illustrates our concern with the development of students' skills and abilities and the consideration of attitudes and values as well as the learning of a body of knowledge. Trial schools are at present involved in preparing teaching materials, and are contributing to early work on the development of syllabuses.

and with little data beyond 1972 the authors have recognized the importance of a postscript written co-ordinating the material. This has shown only a change in emphasis of the dominant themes.

The book has both a thematic and systematic approach. It illustrates a wide range of current geographical techniques and owes much to planners. It should be used by those who live and work in East Anglia and as a practical case study within often highly theoretical courses in economic geography.

While welcoming this new venture by Geo Abstracts, there is room for improvement in both map quality and in achieving a less closely set typescript.

Sharing ideas

D. P. Jones fills in the background of the symposium on teaching strategies for the less able

"What can I do with those kids?" was the cry of despair from the members of the Birmingham Geography Teachers' Workshop in the spring of last year.

"Those kids" are only too well known to those teachers whose classes include the remedial, backward, less able, bottom stream or whatever other label is used. The characteristics of the group of pupils in question include poor ability in reading and writing, little concept of number, and erratic performance which makes continuity of work difficult or impossible.

Then there is the case with which individual pupils are distracted and completely disrupt the work of a whole class with one of those occasional outbursts of emotion over seemingly trivial matters. The problem of what to do with such pupils next term and the lesson after that is one that tests the most experienced teacher, and is one on which there is plenty of general advice but little of immediate practical use.

The workshop, which has been meeting now for more than six years, has always had as its aim the sharing of ideas and, more important, the sharing of the work involved in developing ideas into teaching materials. To this end it has produced several booklets of lesson plans, and although many of the materials produced have been used successfully with less able pupils, this particular group of pupils has received special attention from only a few members of the group.

During the following few meetings, however, members of the group presented work they had found successful in the classroom, and although no one claimed to have found the answer to the difficulties the collected materials were a step forward for many members of the group, and they have now been made more widely available as the group's most recent booklet *Geography for Everyone*.

At about the same time as the Birmingham workshop were discussing the sharing of ideas on teaching the less able was the Geographical Association's models and quantitative techniques working group. The activities of this group span a much wider range than its rather narrow title implies, and for some time members had been conscious that a large amount of excellent work based on the development of the past 10 years has been going on with less able pupils. In some cases the work has been based on associations like the Birmingham one or more often, being carried on by individuals working in their own schools.

As one step towards sharing the fruits of this work the group decided to hold a symposium at this year's annual conference of the Geographical Association, specifically to spread more widely the fact that the less able pupils in our schools have anything more rather than less to offer. This was a long-overdue move. By far the largest amount of work produced based on new ideas has been directed towards the more able, something clearly seen

from looking at many recent school textbooks.

The symposium will have as speakers three experienced teachers who will each describe their work in the classroom and they will be backed up by an exhibition of teaching materials and pupil work from their schools so that visitors to the conference will get some insight into their ideas.

It is hoped, too, that the exhibition will help to stimulate questions at the symposium and prompt people to talk about their own successes, or better still, put them into writing for the *Geographical Association's Journal Teaching Geography*.

During the symposium the three speakers will examine most of the developments of the past 10 years as they relate to their experiences with less able groups. Alice Rudge will review the changes in general and will show, by reference to a range of examples drawn from his work with pupils of different ages, how easily less able pupils take to dealing with ideas and problems in contrast to being fed a diet of purely descriptive work.

He will emphasize, however, that whatever work is tried, success is unlikely unless the teacher has had the time to establish a steady relationship with the class, because above all pupils need to have confidence in themselves.

From the broad picture Richard Kemp will focus on the details of a particular programme of work. He will outline his concern with the structure of ideas and skills and will illustrate how pupils' ideas gradually develop as they progressively work through carefully graded exercises. This emphasis on building one idea on the previous one has all too often been forgotten.

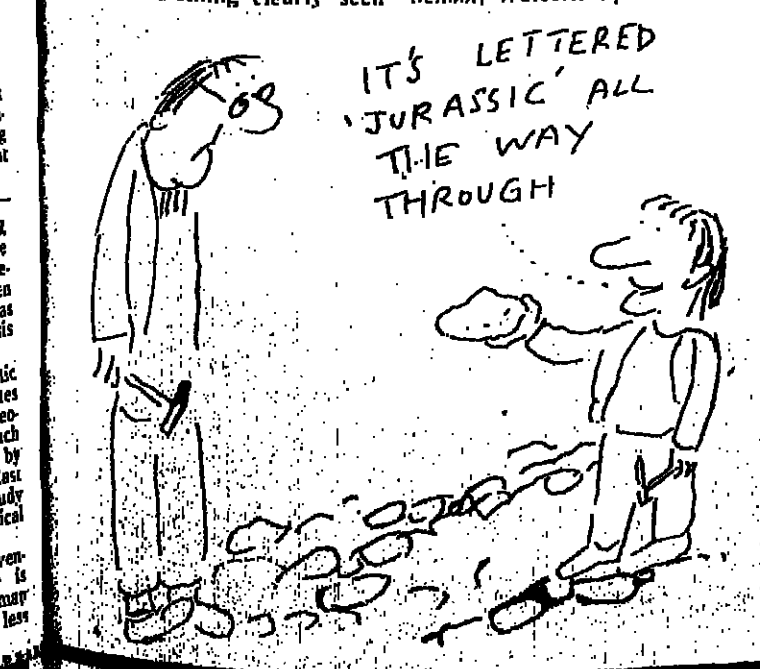
The last speaker in the symposium will look at the teaching developments in geography from a different angle. Simon Grummit will show how less able pupils are quite capable of developing their problem solving skills much further with the aid of the computer. Games and simulations which otherwise take far too long to complete, during which time the point of the exercise would be lost, can be finished in a short time with a considerable gain in understanding.

The problems of involving any sort of calculation with the confusion that inevitably results where they are anything beyond the simplest level have been largely solved, so that here again pupils can concentrate on the geographical ideas and not get lost in a maze of simple, but, to them, confusing calculations.

Although the three speakers will have plenty of "amplification" in reserve, the success of the symposium will depend on the participation of everyone present with a much wider sharing of ideas and experience than is usual at such meetings.

Geography for Everyone is available from D. P. Jones, 36 Wrekin Avenue, Newport, Salop, at 50p plus 25p postage. It will be available at the conference.

D. P. Jones is head of the social science study, Northcote High School, Waterchampton.

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Acts of God and man

James Hanwell puts the case for balancing physical and human geography

Physical geography has no God-given right to a place in the syllabus unless it can demonstrate its educational value within the context of the curriculum. Neither should its content be simply a matter of handing down proven topics at the research frontiers once they become common knowledge.

Physical geography in schools need not necessarily follow or perhaps, wallow in the wake of new discoveries as the objectives of teacher and researcher appear to have grown more apart. Between them there is an obligation gap as well as the more commonly cited comprehension one.

The emergence of journals like *Teaching Geography* and the *Classroom Geographer*, on the one hand, and, say, *Earth Surface Processes* or *Third Environment*, on the other, seem to underline the widening of both gaps. What is clearly wrong and dangerous, however, is a growing tendency on either side to see the obligation gap as a justification for the comprehensive one. Unless more is done to reverse this trend, physical geography will become increasingly difficult to advocate in schools.

All school children need sufficient exposure to physical geography to develop their broad appreciation and concern for our natural environment. This must include some insight into the role played by key research insofar as such knowledge influences man's impact upon nature. Some have argued that this is better done by other natural sciences and not within geography as such.

However, while studies of clouds, rain, soils, plants, runoff, evaporation and so on might be thoroughly treated as special entities by physicists, chemists and biologists, who deals with the wholeness of such topics and their impact? When the generalist approach to course selection is in vogue with N and E proposals and there is a growing concern over earth's environment, it would be a grave mistake for geographers in particular to surrender the wholeness of their approach for a more specific one.

Wholeness does not necessarily mean "everything" as some geographers have vainly supposed. Rather, it implies that a balanced view will be taken of the natural and human forces shaping the earth; in some chosen topics the natural forces might be emphasized, others might require an emphasis upon the human. The recent case made by the Schools Council in its 19 Geography Project team, therefore, to focus upon a man and environment paradigm is both timely and welcome. Yet, they will have to exercise great care, this

term "environment" is not bound to embody a fair balance of physical and human aspects.

Although this question remains unanswered, the project's preference for scale rather than specified countries is clearly a more satisfactory means of closing areas and topics to study. Furthermore, by easing the log jam that is created by the current demands of regional geography in many syllabuses, there should be more time to be reflective about the crucial physical and human balance.

In seeking a good balance, more care must be given to the respective ways in which the acts of God and acts of man are presented. It is easy to take for granted the everyday influences of natural processes and to highlight the extremes as hazards. No doubt our increasingly sheltered way of life leads us to see nature only as a spectacle or a catastrophic event.

The pioneers of physical geography who lived closer to the elements would be unconvinced, however, and it is worth remembering James Hutton's dictum that "chances and confusion are not to be introduced into the order of nature because certain things appear to our partial views as being in some disorder".

By unwittingly suppressing everyday physical aspects for admittedly more obvious human ones, many school geography courses must unintentionally present the former as exceptional and the latter as commonplace. While former claims by geographers for physical forms and processes controlling most human activities cannot be justified, some caution is now needed to resist an excess of isotropic surfaces and uniform environments.

The pressures against physical geography from without are no less than those from within but are difficult to control. During a time of rapid change, when many educational trends seem to be moving in several different directions at once, it may appear wrong to suggest that any uniform threat exists; but, the following scenario seems worthy of consideration regarding the fate of physical geography.

The demands of many secondary school curricula have seen geography in particular, and many geographers too, as fair game for "convenient" subject groupings. A mix with English, history and religious education in the early years is now common enough. Within such frameworks, physical geography is easily ousted or so clothed in man-centred views as to disguise its own appeal and relevance. Rare glimpses of nature in the raw can seem indecent.

Here especially, the pundits of physical geography have failed to survey the appropriate developments of their subject so passively and attractively as "human" colleagues. This is not to say that other subject interests have existed and will continue to exist. The geography teacher must be able to justify his withdrawal of time for periods ranging from a day to a week.

At the top end of the school exams and their syllabuses, a change in the approach to physical geography has been noted. Many of the elegant approaches in human geography have been readily accepted, even with their more time-consuming methods of inquiry; yet, little seems to have been done to physical geography by comparison. Indeed, in some cases, the loss of more flexible topic options may even allow its decline by default.

On leaving school at 16, few children will have had more than 300 hours of classroom teaching in geography as such. Many will have received less. Moreover, the average sixth-former and sixth-year undergraduate geographer is unlikely to get an additional 30 hours of tuition in the subject.

Again, this is likely to become less. Faced with courses which are bursting at the seams, it is not too difficult to see the teacher to whom what should be added, but there is little comfort concerning what should be cut. Hardly anything has been said about pruning growth and it requires a considerable act of faith that a change will not spoil the next harvest of examination results.

More is at stake here both morally and professionally than in the case with many innovations. Their list of redundant topics would be welcome for this is precisely the problem confronting the teacher. In our larger, busier schools, the tempting line of least resistance beckons away from the crucial balance between physical and human geography. Nevertheless, this balance must be achieved within the subject itself rather than being left to the uncertain fate of a core curriculum.

While supporting plans already made for a "slimmer and more purposeful geography", it seems fair to warn against shedding too much of the subject's physical nucleus. Ironically, just as the geographers' models of physical geography are becoming effective, so the teachers are exercising more of their willfulness as though they challenge the Second Commandment. The study of the acts of God clearly requires a more consistent way of man.

James Hanwell is Head of Social Studies Department, The Blue School, Wells.

Tele-geology

On the rocks: a geology of Britain. BBC Publications £2.95.

On the Rocks is designed to partner the television series of the same name which started in February. The series is highly oriented towards the interpretation of the physical landscape, as the field reputation of the presenter, Ian Mercer, justifies. The book, with the programme layout, is to provide background and additional material for the many whose interest must surely have been aroused.

The pattern, based on process rather than period, is in line with modern practice, and will appeal to the physical geographer. It also permits reduction of the mass of technical names which make geology so burdensome.

Not enough is made of the 4000 pages called Geology, which give a substantial guide to many specific locations of minerals and rock types in Britain, with map references and brief notes for field guides.

In production such a book as this, for the motivated but amateur reader, is an almost insurmountable problem as teachers of unstreamlined classes know to their cost. The BBC has aimed at the upper end of the scale. This is not a quick read, though fun, more a guide to modern geology, from which those who can will benefit.

The importance of fieldwork

Barry Thomas gives a model framework for structuring field research along the lines of the new developments in geographical education

Numbers of physical geography teachers believe that fieldwork is the part to play. Shortage of equipment, transport, the opposition of colleagues and other subject interests have existed and will continue to exist. The geography teacher must be able to justify his withdrawal of time for periods ranging from a day to a week.

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James Hanwell is Head of Social Studies Department, The Blue School, Wells.

Having clarified one's aims, selected hypotheses and chosen sites in the field, the hurdle of finding equipment has to be cleared. The shortage of money in departments is a common complaint. Practical solutions include banking converging at a point on the scale which is later applied to a formula to give relative speed of water flow. Though less accurate, such techniques can be used to good effect.

Follow-up work in the form of applying statistical techniques to analyse results may worry those of us not raised in their use. Such fears are largely unfounded since drawing graphs of recorded data and other simple techniques ought not to challenge the basic abilities of most teachers. Moreover, many colleagues who have joined the profession in the last few years have been brought up at college on these techniques, and a number of articles have recently been published specifically designed to eradicate uncertainty about statistical methods.

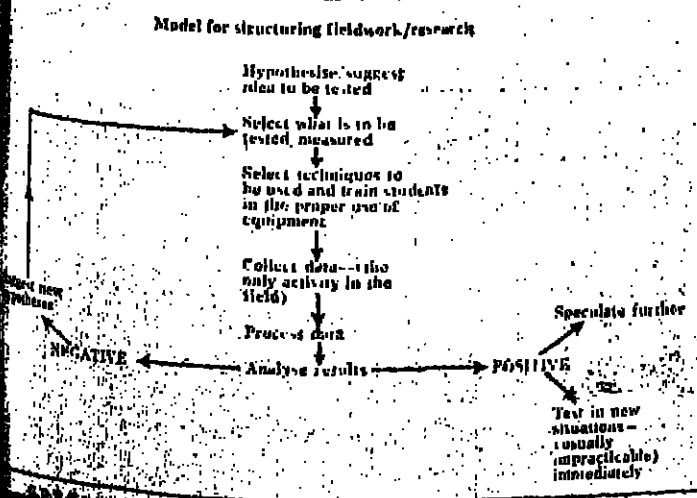
To spend valuable time overcoming problems such as those outlined above one should expect tangible benefits. In my experience a field research programme may be implemented from the first year using simple ideas then developed with higher order inquiries through to the sixth form. The advantages are positive and definite, especially when a fieldwork programme is planned as an integral part of the geography syllabus.

Children undertake direct activity, and the process lends itself to small group work in which all can readily be involved. The approach is adaptable to all physical environments and is as flexible as the teacher wishes it to be. Children stand a good chance of proximating more closely the "muddy banded geographer" of old and of developing in time a genuine "eye for country". Discovery takes place, and should results go against an established idea or hypothesis, children learn not to accept text book theories without question. Also they quickly find out that the perfect landscape is the exception rather than the rule.

Although a child may work in a limited range of environments, by relating his own experiences to other environments he may realize that simple theories of landform origin do not always provide the full answer, particularly when he knows that he is dealing with the same situation as the professional researcher, the real landscape.

For a general account of field research see J. Evered, "Fieldwork in school geography"—Ch 4 *New Directions in Geography Teaching*, Ed Walford, 1973. For a practical account of using field research at advanced level see "Fieldwork in a Highland setting—a field research model in practice"—B. Thomas and J. Rouncliffe, in *Teaching Geography*, Vol 2, No 3, January 1977.

Barry Thomas is head of the upper school, Woodside School, London E13.



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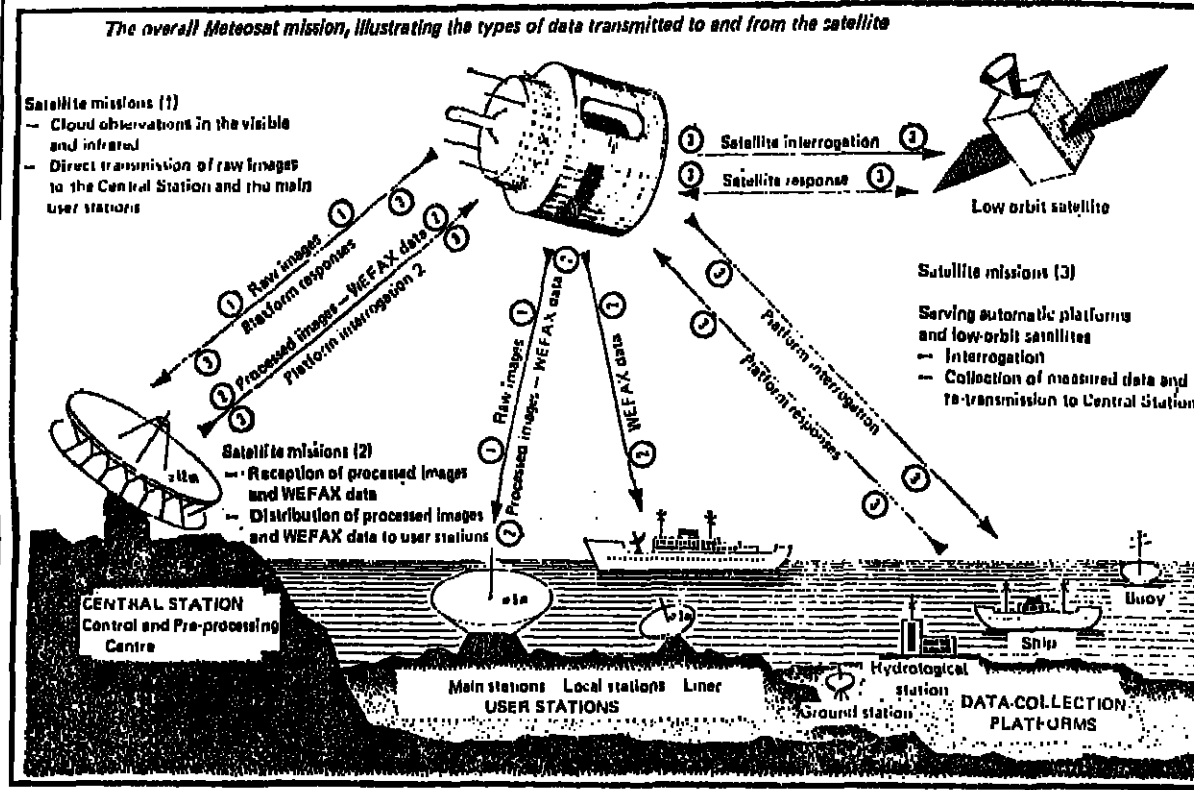
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Environmental information from satellites

Eric C. Barrett explains why teachers should use some of the prolific data
provided by these sources

In this, the last quarter of the twentieth century, environmental impacts on mankind are no less significant than they were in earlier days. Although our technical ability may mitigate the effects of normal environmental conditions, abnormal circumstances such as drought, famine, sudden disasters and a multiplicity of other endemic, even pandemic, problems still inflict enormous suffering on men.

Paradoxically, as our ability to improve the environment has grown, so the supply of information on it from conventional sources has diminished. In those very regions for which it is most needed, almost any geographer with knowledge of past and present practices will attest to the decline of environmental information from these lands where environmental forces are most strongly dominant in the lives of individuals and societies. This has increased the need for monitoring by some other means.

Environmental remote sensing, especially from satellites, provides the means whereby problems may be identified and assessed even in regions where in situ data are sparse or unreliable. They fill the growing need for a fresh approach to environmental monitoring.

The environmental satellite is a type of vehicle which is revolutionising monitoring of the planet Earth as the home of mankind. As the end of the second decade of environmental monitoring by satellites is approached facilities already exist for detailed, varied, accurate and often highly-repetitive environmental observations to be made of the air, land and sea, literally around the entire globe. One can only wonder at the tardiness of some potential users of satellite data—educationalists among them—in capitalising on such prolific data.

There is a need to have these data available to help in the planning of progress towards a proper recognition of the significance of satellite data for many applications. Even in the atmospheric context there are many obvious advantages which can be realised from a more committed incorporation of satellite information into meteorology and climatology.

Satellites undertake a remarkably wide range of observational tasks in either fully or quasi-operational modes. Weather satellites for example can provide visible and infrared images of clouds and cloud-free surfaces as frequently as half-hourly in low and middle latitudes (from equatorial geostationary orbits) and about twice daily in high latitudes (from polar sun-synchronous orbits). A wide range of information is derived from this data by manual, automatic, or semi-automatic

methods to serve the short-term forecasts and others who need near-real-time information of such volatile variables as cloud cover, rain fall, synoptic weather structures, and severe storms, as well as feeding the growing archives of data for post-event processing, especially in climatology.

Other information is routinely prepared for non-atmospheric applications, for example maps of ice and snow distributions and sea-surface temperature patterns. Not surprisingly the list of operational products from the raw data supplied by US weather satellites is much longer than comparable lists for other nations (although the European Space Agency, having recently acquired its first operational geostationary satellite, the Meteosat (see diagram above), is currently giving most thoughtful thought to the range of data it may routinely extract, and the list will almost certainly be quite long). It should be noted that not only image data are involved, but data from depth sounders, which provide more direct information concerning the vertical structure of the atmosphere, and its short and longer term variations in depth.

Earth resource satellites, although much younger in conception and operation than atmospheric satellites, already support an even wider range of by-products by virtue of their capacity to provide multiband indications of the characteristics of surface features with a very high spatial resolution (approximately 80m compared with the best resolutions of 0.5-km weather satellites).

From multiband data variations, in the reflectance of energy from the target can be deduced and analysed: it has emerged that many categories of terrain, even different types of crops, can be differentiated through the spectral signature of their reflectance. Landsat satellites have provided invaluable. Almost every type of feature which has an expression on its surface above the threshold of resolution of the Landsat observing system has been examined by environmental scientists in the five years of thorough evaluation of the data obtained from them.

So vital could Landsat satellites be in monitoring changes in land surface characteristics due to natural and man-induced processes that a powerful, almost irresistible, international lobby is building up to ensure that such satellite systems will become as permanent as meteorological satellites have been since the first fully operational programme was inaugurated in 1966. The programme will become one of the most important of the future of which, sadly, a few

to be launched in 1978 to give more complete information of many aspects of the surface of the world's oceans and seas.

The question we must now ask is: "How best can all this data be analysed, and by whom?"

I believe that geographers, environmental scientists par excellence, should be in the van of those who analyse and interpret such data for application in problem-solving situations. The data relate to areas from the local regional to the continental scale and beyond; they contain information on numerous target features, among which relationships may be profitably examined; they transcend national boundaries and physical barriers, and being even the most remote, inaccessible areas in view; they open up vital possibilities for the environment to be assessed, and reassessed with a frequency of repetition unimagined of a quarter of a century ago. Above all, perhaps, they afford new opportunities for geographers to put their training into practice in ways which can only benefit their fellow men through a better identification, assessment and surveillance of problems like the human waste, where information from the ground is so inadequate. Hopes are rising that the effect of environmental difficulties may be reduced, even if their underlying causes prove more intractable.

Geography, like every other discipline, must keep pace with the times and train its proponents in the techniques which will enable them to play active and useful roles in society other than through the mere self-perpetuation of educational cycles.

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4. A. D. Rudd: *Remote sensing: a new view*, Duxbury Press, N. Scituate, Mass, 1974, 320pp.
5. R. W. Porter: *The versatile satellite*, Oxford University Press, 1977, 177pp.

Dr Eric C. Barrett is a lecturer, department of geography, University of Bristol.

Black boxes

Ann P. Contley explains the evolution of structural teachers' guides for the "new geography".

To many Scottish teachers the word "black boxes" are records of their behaviour but the two structural guides to the SE and S2 syllabus are packed. Those who worked to produce them that the 900 of each sold in Scotland Curriculum Development Service (Glasgow) are not to hold open doors to draughts. To readers of the inner group of Scottish teachers the how the working party was set up in 1976, a year when geography for years one and two was part of a larger piece which also involved history, economics (See Curriculum 15, Social Subjects in the HMSO 1976). The working party consisted of seven members: teachers, two college lecturers, one HMI.

We were determined that should be in the majority, two of them became colleagues in the working party. The group was set up in 1976, a year when geography for years one and two was part of a larger piece which also involved history, economics (See Curriculum 15, Social Subjects in the HMSO 1976). The working party consisted of seven members: teachers, two college lecturers, one HMI.

The working party met monthly intervals over the next year, a time interval considered by anyone with a healthy curriculum development.

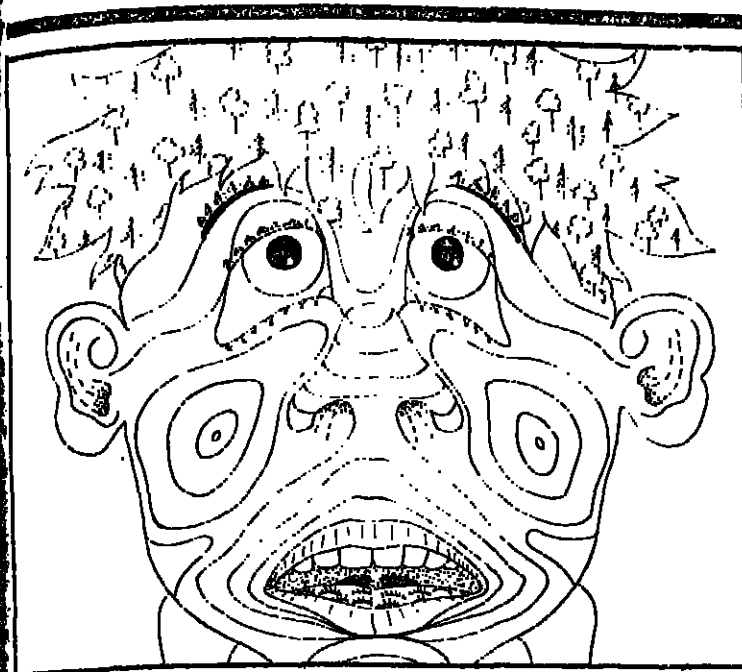
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Wallybottle Graphia

Carol Woodhouse describes the planning of a specialist school magazine

Compiled of OS symbols Wally is a curious creature and a symbol for the Wallybottle High School geography magazine. Produced twice yearly, it is a recent innovation in the geography department and with two successful issues already behind it, it is now possible to review the idea, production methods, and content of the resource.

Three buildings on campus and 1200 pupils aged 13-18 create many problems for the Newcastle upon Tyne High School, but within the geography department one of the most difficult to surmount has been communication. Nine staff working in three buildings leave the pupils, parents and middle schools the varied work of the department is a daunting task. One of Wally's functions was envisaged as providing a forum for the exhibition of pupils work together and the explanation of new and existing courses offered at CSE and GCE O and A levels.

Each issue of the magazine has followed a different theme. In the first (January) issue Cities and Towns, one of the GYST topics, provided us with a theme and the opportunity to explain the GYST syllabus which the school had recently adopted for CSE and O levels. The relationship of geography to the different careers was explained and the information was most useful for third years choosing their option subjects, fifth formers considering A levels and staff.

The second issue appeared in September and Leisure, another GYST topic, provided the theme. With the school's new leisure facilities, the school's mind there was no shortage of material.

Geography has many facets and covered subjects which may provide future themes. The next issue will concentrate on geology and the environment.

Geography has many facets and covered subjects which may provide future themes. The next issue will concentrate on geology and the environment.

12 pupils about an hour to perform this operation for 400 copies.

Fixing the price caused much discussion among the first staff committee. Eventually 10p was decided upon as the maximum all pupils could afford and 50p to outside institutions. The magazine was sold during geography lessons, in the main entrances to the three buildings during breaks and lunchtimes, at parents' evenings and to colleges, universities and schools elsewhere.

At this point we need to ask "Is it worth the effort?" The effort for the editor included preparing one lesson for all classes, approximately four lunchtime meetings with the student committee, contact-

ing a few pupils for specific items, and organizing the typing, collating and distribution. The impact has been considerable not only on the pupils taking geography but on the school in general.

The numbers opting for geography at 14 have increased and Wally may claim some credit for this. We now have a magazine to which we can refer pupils, parents and other schools for information about our syllabus, extramural activities, and career opportunities. Wally also provides some contribution to departmental resources which is most welcome.

At Wallybottle we have created Wally in our own way and to meet our own needs, but there are many

other methods by which we could have approached the problem and may do so in the future. The emphasis could have been more on academic articles by staff and pupils but we wanted to reach as large an audience as possible and involve the maximum number of our mixed ability intake in the contribution of material. Alternatively, a glossy production may have had more appeal but the cost precluded this type of production.

Wally's next appearance in 1978 will be with a different editor and student committee and the theme is geology. For details apply to: Geography department, Wallybottle High School, Newcastle upon Tyne, NE15 9TP.

Field work at Malham

John Scott describes a field trip that helped him prepare for his 'A' levels

Malham, in the West Riding of Yorkshire, is one of the best examples of Karst scenery to be found in Great Britain, which is why a group of 30 A level students went there to study limestone features and landform formation. The trip had been made in the classroom but field experience was needed to gain a better grasp of the geomorphology of limestone country.

The five-day trip was based at Malham Trough Hostel, and included three separate walks: one in the immediate Malham area, including Gordale Scar and its gorge, the Bunsen pavement and Malham Cove; one along Kingsdale Beck, as an introduction to faulting, geology and waterfalls; and the third along Clapham and Fell Beck where there are such famous textbook examples of limestone formations as Gaping Hill and Ingleborough Caves.

Limestone areas have very distinctive characteristics because of the rock's outstanding permeability and solubility. This results in a dissecting of the rock rather than the more even erosion of such rocks as slate or granite.

To read about these characteristics is one thing, but to experience them at first hand is quite another. The whole essence of fieldwork is the chance to record evidence that is right before you. This gives a new dimension to any further study because detail is doubled and a lifelong impression is planted firmly in the mind.

Conditions in February were not ideal, high snow drifts hid smaller features from view, although they made the general scenery even more impressive. Cold weather does, however, deter continuous and concentrated note-taking and sketching, especially with low-lying snowdrifts. Suitable clothing is essential. Without it valuable

fieldwork becomes a nightmare after a few hours.

One of the most important parts of a fieldwork trip is the writing-up in the evenings. The work is freshly in mind, a host of information is in hand, and with 30 brains on the same problem, high-powered hypotheses can be developed. Physical geography comes alive in the field. It sharpens the interest, stretches the mind, and makes us look more closely at the landscape.

A few comments from the students sum up a memorable and worthwhile trip: "It's really great to see everything in the textbooks come to life", "I'm cold, I'm hungry, and I've got three blisters but it's worth it", and finally, "I just hope we get an examination question on limestone".



LONGMAN REVISED COLOUR GEOGRAPHIES Edited by Rex Walford

A series of 48 page full-colour topic books:

7 titles now published:

Contrasts in Russia S L Cotterell	0 582 20138 1	80p	Prairies J S Dunlop	0 582 20133 0	85p
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Full colour slide sets produced by Common Ground which complement some of the titles from the series. These do not duplicate the subject matter of the relevant book, but enlarge on certain topics which are only dealt with briefly.

USSR: Life in Moscow			Due to be published Mid 78	
S L Cotterell	0 7056 2233 9	£2.95	Farming in the EEC	
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The Prairies: Farming Contrasts				
S Dunlop	0 7056 2231 2	£2.95		

THE WORLD A General Geography Sir Dudley Stamp

19th Edition 1978

Audrey Clarke has introduced the theory of plate tectonics and revised the chapter on The atmosphere.

She has re-written most of the Regional geography section to bring information up to date. Most of the maps are new and statistics updated.

0 582 33065 6 £4.00

Longman Revised Colour Geographies on inspection The World and New Horizons Slides on 28 days approval
To see these complete the form and return to: Sally Hurwitz, Longman Group Ltd., Longman House, Burnt Mill, Harlow, Essex CM20 2JE

Title
Name
School
Address

Longman

THUNDERBOLT
LITERATION COMMITTEE
SCOUTING DIVISION
THOMAS SUMMIT
COMPREHENSIVE SCHOOL,
Charles Road, Scunthorpe
Head Teacher: H. A. Giffender
Number on Roll: 1,370
Applications are invited for the p
of H.A.D. of 11st Year (4st
in this 1-20 Comprehensive sch

SANDWELL.
(Metropolitan Borough of)
WOOD GREEN HIGHER SCHOOL
11-18 MIND COMPETENDY
Required for September
September, 1972: 1 YEAR
Scale 3 post—to his respon-
sible for the pastoral care of
240 pupils, directing the work
of nine form tutors
Application forms and fur-

OLD HALL, KILN CHURCH,
Old Hall Road, Maghull,
Liverpool, L31 8NA
required for September, 1978.
The six-term-only school has an
innovative scheme of work, a full
of LOWER SCHOOL, and a full
will have full responsibility for
welfare, pastoral and academic
the first three years. The post
appointed will be assisted by
Tutors.
Application forms and further
details are available on receipt
of a fee from the Headmaster
of the school.

DERBYSHIRE
BELPER SCHOOL.
High-form entry 13-18
for September. Scale 1-5
HOUSE TUTOR, one of four in
responsibility for a vertical 11
of 200. 13-16: home links, with
social activities, course and
choices, share of curriculum
other planning. A key post
considerable autonomy.
Teaching commitment in the

Closing date 10th April, inter-
early May.
Information and application
from Headmaster, Holper, St.
Kilburn Road, Bolton, Darby.

**LEICESTERSHIRE
ENGLISH MARTYRS R.C.
SCHOOL**
Annet Lane, Leicester
Le11 7E1

SIXTH FORM TUTOR
Scale 5 initially
Required August, graduate
for this post and in a de-
mand 11th place com-
bination

Apply immediately (forms) with full portfolio and the names and addresses of two referees (M.A.I.).

NORFOLK COUNTY COUNCIL
PLANNING DEPARTMENT
LEAFTON: SCHOOL
Norfolk
Required for September, 1971
Salary: **SCALE 1 HOUSE SENIOR TUTOR**
vertical, pastoral system.
For application forms and

Polkham Way, Polkham
Hoggar Regis P222 & L.
1 Co-educational, roll in Sept
1, 1920, first five years only.
enrolling 11 to 14 composition
Required September, 1920
Teacher as Head of V
S. to co-ordinatin grade
and material progress of all
in one year of School.
Form and details from the
master an receipt of S.A.T.

Two resident maillrons employed no catering responsibilities. Two lively married women provide Accommodation and free time available for couple. Possibilities for couple.

Physical Education

Heads of Department

ESSEX
HEDDINGHAM SCHOOL
Yeldham Road
Sible Hedingham, Haverhill
CO9 5QJ
(Holt 1 355)
Telephone: HEDDINGHAM 69.

Football, Rugby, Cricket, etc. desirable with emphasis on concern for all forms of physical education.

Application forms and other particulars may be obtained from the Head of School to whom complete application forms should be returned. (Football, B.A. etc.)

SECONDARY continued Technical Studies

WEST SUSSEX
MID-SUSSEX AREA
ST. PAUL'S R.C. SCHOOL
Cannock Avenue, Haywards Heath
West Sussex
Desired September 1978
Headship of a 12-16 year old
boys' school. The school is
located in a pleasant area
with good facilities and a
strong tradition of academic
achievement. Salary and
conditions of service as per
School Teachers' Register.

Other than by Subject Classification

Other Posts on Scale 2 and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THAMES DIVISION
CHATHAM HOUSE GRAMMAR
School, Chatham, Kent
Desired September 1978
Headship of a 12-16 year old
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NEWMAN
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ROTHSCHILD
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CITY OF SALFORD
EDUCATION DEPARTMENT
CLAPHAM ROAD HIGH
School, Salford, Greater Manchester
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Scale 1 Posts

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Middle School and Sixth Form
Desired September 1978
Headship of a 12-16 year old
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located in a pleasant area
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Appointments in Scotland

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Sixth Form and Tertiary Colleges

Headships

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CAREERS

How careers guidance is developing to meet the changing needs of society is the theme of the Careers Extra in The Times Educational Supplement next week.

Twelve pages of articles discuss the many ways in which school leavers are being helped to find their feet in the world of work.

The dialogue between careers advisers and employers is gaining impetus and signalling a more positive approach to an urgent national problem.

Three Spires ESN(M) School Kingsbury Road, Coventry

Applications are invited from suitably qualified and experienced teachers for the post of

Head Teacher

at this well-established Group 8(S) School for 200 pupils age 3-16 years. The school moved to new, purpose-designed premises in 1976. Caravanning disqualifies.

Application form and further particulars from Director of Education, Council Offices, Earl Street, Coventry CV1 5RN, telephone 0203 25555, Ext. 2445, to be returned by 7 April, 1978.



Robert Burns ESN(S) School, Group 4S Rene Road

Applications are invited from suitably qualified and experienced teachers for the post of

Head Teacher

which becomes vacant from September on the retirement of the present post holder.

Application forms and further particulars from Director of Education, Council Offices, Earl Street, Coventry CV1 5RN (telephone 0203 25555, extension 2445), to be returned by April 7, 1978.



HUMBERSIDE COUNTY COUNCIL

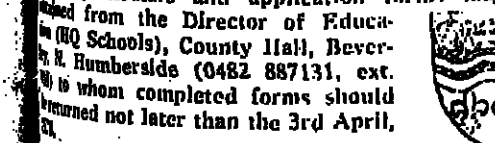
Education Department
Required for September, 1978

HEAD of Carnforth ESN (M) School

Carnforth Crescent, Grimsby
Group 7 (S) N.O.R. 179 age range 5-16

The school caters for educationally sub-normal children and has an Assessment Unit.

Further particulars and application forms may be obtained from the Director of Education (H.O. Schools), County Hall, Beverley, Humberside (0482 887131, ext. 2445) to whom completed forms should be returned not later than the 3rd April, 1978.



HUMBERSIDE COUNTY COUNCIL

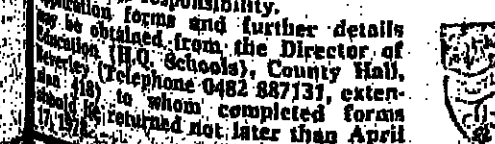
Education Department
Required for September, 1978

HEAD for Kings' Mill Special E.S.N.(S) School

Victoria Road, Driffield, North Humberside
Group 8(S)
N.O.R. 68

This school has a new nursery unit for up to five children. Residential accommodation for up to 24 children is available and an additional allowance is made for this responsibility.

Application forms and further details may be obtained from the Director of Education (H.O. Schools), County Hall, Beverley, Humberside (0482 887131, extension 2445) to whom completed forms should be returned not later than April 7, 1978.



SPECIAL EDUCATION Headships continued

SEFTON

(Metropolitan Borough of) SEFTON
EDUCATION COMMITTEE
MORRISDALE DAY CENTRE
Sefton, Merseyside
Desired September 1978
Headship of a 12-16 year old
boys' school. The school is
located in a pleasant area
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conditions of service as per
School Teachers' Register.

Deputy Headships Senior Masters/ Mistresses

DONCASTER
METROPOLITAN BOROUGH
COUNCIL
EDUCATION DEPARTMENT
MORRISDALE DAY CENTRE
Sefton, Merseyside
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DONCASTER
METROPOLITAN BOROUGH
COUNCIL
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DONCASTER
METROPOLITAN BOROUGH
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EDUCATION DEPARTMENT
MORRISDALE DAY CENTRE
Sefton, Merseyside
Desired September 1978
Headship of a 12-16 year old
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THE HESLEY GROUP OF SCHOOLS

requires for September 1978 at
WILSIC HALL SCHOOL
Wadworth, Nr. Doncaster, S. Yorks.

QUALIFIED TEACHER

to specialize in Remedial Education

This appointment is to complete the team of teachers in this recently opened Independent Special School for Maladjusted Boys. As well as play a full part in general academic and social education the person appointed will be expected to take a lead in organizing and teaching remedial work throughout the school both on our individual and small group basis. Salary payable is Burnham Scale 11S plus Extraneous Duties allowance of £820 p.a. Application forms and further particulars from: The Director, Wilsic Hall School, Wadworth, Nr. Doncaster, South Yorks. DN11 8AQ.

Buckinghamshire Aylesbury Vale Division

Special School for Maladjusted Pupils, Aylesbury

Appointment of Headteacher

Applications are invited for the Headship of this new day special school, near Winton Drive, Aylesbury, for up to 85 pupils within the age range 5 to 15. The successful applicant will need insight into the needs of emotionally disturbed children; some formal training and experience in behavioural analysis and problem-orientated treatment schedules an advantage. Close working arrangement envisaged with educational psychologists and support agencies. Group 5 (S) Headteacher salary payable. This is a re-advertisement and applications already submitted will be considered. Removal expenses up to £150 payable in approved cases; also a housing allowance for married teachers unable to find immediate accommodation. Application form and further particulars (S.A.E.) from Divisional Education Officer, Exchange Street, Aylesbury, HP20 1UH. Closing date 7th April.

THORNTOUN SCHOOL KILMARNOCK, STRATHCLYDE

TEACHER

Scottish Teacher's Salary Scale 1
Plus Special Schools Allowance
Plus up to 5 hrs. per week E.D.A.

Required as soon as possible an experienced Secondary Teacher offering one or more of English, Art and Craft, Mathematics, Geography, Science. This demanding yet exciting work involves being one of a team of seven teachers and eleven residential staff working with maladjusted teenagers. Small classes with ample opportunities to use imagination and adventure in the main areas of the school. This is a re-advertisement and applications already submitted will be considered. Removal expenses up to £150 payable in approved cases; also a housing allowance for married teachers unable to find immediate accommodation. Application form and further particulars (S.A.E.) from Divisional Education Officer, Exchange Street, Aylesbury, HP20 1UH. Closing date 7th April.

Barnardo's

Required as soon as possible an experienced Secondary Teacher offering one or more of English, Art and Craft, Mathematics, Geography, Science. This demanding yet exciting work involves being one of a team of seven teachers and eleven residential staff working with maladjusted teenagers. Small classes with ample opportunities to use imagination and adventure in the main areas of the school. This is a re-advertisement and applications already submitted will be considered. Removal expenses up to £150 payable in approved cases; also a housing allowance for married teachers unable to find immediate accommodation. Application form and further particulars (S.A.E.) from Divisional Education Officer, Exchange Street, Aylesbury, HP20 1UH. Closing date 7th April.

SPECIAL SCHOOLS

DEPUTY HEADSHIPS

REQUIRED FOR SEPTEMBER, 1978

CHANNY SCHOOL (Group 4S)
Falling Lane, Witley, West Drayton
Head Teacher: Mrs. L. G. Mills
Day maladjusted school of 50 places catering for pupils of secondary school age.

MEADOW SCHOOL (Group 7S)
Royal Lane, Hillingdon, Middx.
Head Teacher: K. H. Everett
Day ESN(M) school of 150 places catering for pupils of 5-16 years.

REDDITCH COLLEGE OF FURTHER EDUCATION

Appointment of


PRINCIPAL


to commence duty on 1st September, 1978.

Salaries: £6,420 incl. (Dorchester, £5,100)

College to give a comprehensive F.E. service to meet the New Town's needs.

Further details from the Clerk to the Governing Body, Redditch College, Redditch, Worcs. B98 8DW, to whom applications should be submitted by 6th April, 1978.

 **REDDITCH COLLEGE**

 **BOURNEVILLE COLLEGE**

OF FURTHER EDUCATION
Bristol Road South,
Birmingham B31 2AJ.
Tel.: (021) 476 8211

HEAD OF

DEPARTMENT OF

GENERAL STUDIES

Grade 4

Required as soon as possible.

Salary : £7,248-£8,124
(including pay supplements)

Details and application forms
from the Principal.

There is a scheme for assistance
with removal expenses.

BIRMINGHAM
CITY COUNCIL



**CYNGOR SIR
GWYNEDD
COUNTY COUNCIL**
COLEG TECHNEGOL GWYNEDD, BANGOR

Yn ôl ymgeiswyr yn Awdur.

1. DARLITHYDD GRADFFA I
i ddyddu
ADDYSG GORFFOROL
I (Llywodraeth Ffrwythloniad)
2. DARLITHYDD GRADFFA I
i ddyddu
TEIPID
Gymraeg yn hanesol
Mawrthion pallach a hysbysu i Ffrwythlon, Cefn
Tegwyllog Gwynedd, 1979, 10.12.1979.

GWYNEDD TECHNICAL COLLEGE, BANGOR
 Rhwynged 19.10.1979.

1. LECTURER GRADE I

PHYSICAL EDUCATION
to full-time female students.
2. LECTURER GRADE I
to teach
TYPEWRITING
Wolfe essential.
Further particulars and forms of application from the Principal,
Gwendolyn Technical College, Denver, to whom completed forms
should be returned by April 12th, 1978.

COUNCIL OF HEREFORD AND WORCESTER SHIRE TECHNICAL COLLEGE

Applications are invited for the post of
Principal, duties to commence September
1978. Candidates must be suitably qualified

The College is in Group 6, salary \$8,680 (incl.) and offers a wide range of courses in Departments of Building, Catering and Institutional Management, Commerce and General Education, Engineering and Science and Mathematics.

ation forms, which should be returned by April
the Principal, Herefordshire Technical College, F

[illegible]

Slough College of Higher Education

Faculty of Business LECTURERS (2) required for COBOL Programming and/or System Programming or Statistics

Salary in the range of £3083 to £6135 pa (including allowances) with placing according to qualifications and experience.

Send SAE for details
and application forms to
Vice Principal, Slough College of
Higher Education, Wellington Street,
Slough SL1 1YG.

Slough College of Higher Education

SLOUGH COLLEGE OF
HIGHER EDUCATIONSCHOOL OF CATERING
AND HOTEL ADMINISTRATION

A LECTURER GRADE I in FOOD SCIENCE AND ALLIED SUBJECTS

is required to join a team of catering specialists. The person appointed will teach Food Science, Hygiene and Nutrition to students taking City and Guilds and OND Catering courses and will be involved with the new HICMA courses.

A qualification in food science or chemistry is essential and a teaching qualification or teaching experience would be of advantage. Salary Scale: Lecturer I £3,083 to £5,019 including supplements and local allowance. Starting point depends on qualifications and experience.

Please send S.A.E. for further details and application forms from the Vice Principal, Slough College of Higher Education, Wellington Street, SLOUGH SL1 1YG, to whom they should be returned within two weeks of the date of this advertisement.

UNIVERSITY COLLEGE
BOTSWANA

Applications are invited for the following posts in the Faculty of Education:

1. **PROFESSOR IN DEPARTMENT OF LANGUAGES AND SOCIAL SCIENCE EDUCATION**
Applicants should have a Doctorate, experience in higher education and educational research, and university teaching experience in several of the following subjects: English, History, Geography, Development Studies (Economics and Civics) and Setswana.

2. **LECTURER IN SOCIOLOGY OF EDUCATION**
Applicants should have a higher degree, preferably Ph.D., in Sociology including Sociology of Education, and have some experience in teacher education, preferably in a developing country.

3. **LECTURER IN EDUCATIONAL PSYCHOLOGY**
Applicants should have a higher degree, preferably Ph.D., in Educational Psychology and some experience in Teacher Education, preferably in a developing country.

4. **LECTURER IN EDUCATIONAL FOUNDATIONS**
Applicants should have a Master's Degree or Doctorate in some field of education and have teaching experience in schools and in teacher education, preferably in a developing country.

5. **LECTURER IN EDUCATIONAL RESOURCES AND COMMUNICATION**
Applicants should have a Master's Degree or Doctorate in Communication theory or a related field in Education, together with teaching experience in Audio-Visual Aids and Communication. Preference will be given to a candidate with experience in some of the following areas: Organisation of an Audio-Visual Centre; services of audio-visual equipment; preparation and use of teaching media; micro-teaching; educational broadcasting; teaching at the primary, secondary and tertiary level working in a developing country.

Salary scales: Professor, P2, P4, P6, P8, P10, P12, P14, P16, P18, P20, P22, P24, P26, P28, P30, P32, P34, P36, P38, P40, P42, P44, P46, P48, P50, P52, P54, P56, P58, P60, P62, P64, P66, P68, P70, P72, P74, P76, P78, P80, P82, P84, P86, P88, P90, P92, P94, P96, P98, P100, P102, P104, P106, P108, P110, P112, P114, P116, P118, P120, P122, P124, P126, P128, P130, P132, P134, P136, P138, P140, P142, P144, P146, P148, P150, P152, P154, P156, P158, P160, P162, P164, P166, P168, P170, P172, P174, P176, P178, P180, P182, P184, P186, P188, P190, P192, P194, P196, P198, P200, P202, P204, P206, P208, P210, P212, P214, P216, P218, P220, P222, P224, P226, P228, P230, P232, P234, P236, P238, P240, P242, P244, P246, P248, P250, P252, P254, P256, P258, P260, P262, P264, P266, P268, P270, P272, P274, P276, P278, P280, P282, P284, P286, P288, P290, P292, P294, P296, P298, P300, P302, P304, P306, P308, P310, P312, P314, P316, P318, P320, P322, P324, P326, P328, P330, P332, P334, P336, P338, P340, P342, P344, P346, P348, P350, P352, P354, P356, P358, P360, P362, P364, P366, P368, P370, P372, P374, P376, P378, P380, P382, P384, P386, P388, P390, P392, P394, P396, P398, P400, P402, P404, P406, P408, P410, P412, P414, P416, P418, P420, P422, P424, P426, P428, P430, P432, P434, P436, P438, P440, P442, P444, P446, P448, P450, P452, P454, P456, P458, P460, P462, P464, P466, P468, P470, P472, P474, P476, P478, P480, P482, P484, P486, P488, P490, P492, P494, P496, P498, P500, P502, P504, P506, P508, P510, P512, P514, P516, P518, P520, P522, P524, P526, P528, P530, P532, P534, P536, P538, P540, P542, P544, P546, P548, P550, P552, P554, P556, P558, P560, P562, P564, P566, P568, P570, P572, P574, P576, P578, P580, P582, P584, P586, P588, P590, P592, P594, P596, P598, P600, P602, P604, P606, P608, P610, P612, P614, P616, P618, P620, P622, P624, P626, P628, P630, P632, P634, P636, P638, P640, P642, P644, P646, P648, P650, P652, P654, P656, P658, P660, P662, P664, P666, P668, P670, P672, P674, 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P1008, P1010, P1012, P1014, P1016, P1018, P1020, P1022, P1024, P1026, P1028, P1030, P1032, P1034, P1036, P1038, P1040, P1042, P1044, P1046, P1048, P1050, P1052, P1054, P1056, P1058, P1060, P1062, P1064, P1066, P1068, P1070, P1072, P1074, P1076, P1078, P1080, P1082, P1084, P1086, P1088, P1090, P1092, P1094, P1096, P1098, P1100, P1102, P1104, P1106, P1108, P1110, P1112, P1114, P1116, P1118, P1120, P1122, P1124, P1126, P1128, P1130, P1132, P1134, P1136, P1138, P1140, P1142, P1144, P1146, P1148, P1150, P1152, P1154, P1156, P1158, P1160, P1162, P1164, P1166, P1168, P1170, P1172, P1174, P1176, P1178, P1180, P1182, P1184, P1186, P1188, P1190, P1192, P1194, P1196, P1198, P1200, P1202, P1204, P1206, P1208, P1210, P1212, P1214, P1216, P1218, P1220, P1222, P1224, P1226, P1228, P1230, P1232, P1234, P1236, P1238, P1240, P1242, P1244, P1246, P1248, P1250, P1252, P1254, P1256, P1258, P1260, P1262, P1264, P1266, P1268, P1270, P1272, P1274, P1276, P1278, P1280, P1282, P1284, P1286, P1288, P1290, P1292, 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Heather Neill at a rehearsal of 'Lark Rise' at the National Theatre

A high-contrast, black and white photograph of three men in a field. The man on the left is standing and holding a long, curved object, possibly a pipe or tool. The man in the center is seated or crouching. The man on the right is standing and looking towards the camera. The image is grainy and has a high level of contrast, with the background appearing dark and indistinct.

The scything scene from "Lark Rise" in rehearsal.

Keith Dewhurst has shown a remarkable combination of respect and freedom in adapting the original. While the book's narrative is spread over most of a decade,

Anthony Masters

Terry Walsh, the chorus leader and producer, had rehearsed the company painstakingly (with one exception: the prompter needs to

Among the supporting actors, Katerivas has one of the finest scenes, and Nick de Mattos played it skillfully, though burdened by a plastic visor which would have drawn welcoming bleeps from Star Trek fans. His final curses, delivered from his face, heighten the first-time, when the young Sebastian Reid's messenger from Corinth was wandering, though playing him comic is a bad old Cambridge tradition which should fade. And a special bouquet for little John and Eleanor Sills, who made the blindest Oedipus farewell to his children both touching and dignified.

Gestures.
Drum Studio, Birmingham.

Vince Foxall, himself an ex-teacher, has told some bitter truths as he sees it, and who will gain say him? He shows up four teachers who are more like dictators and whose motivation is personal survival.

We see only one pupil, a teenage boy, who distinctly wields an axe and repeats the teachers' phrases to himself, as if exorcising them for wisdom and warmth. Apolly, therefore, his name is just said. A remarkable performance by Peter Dinklage, this character both particular and allegorical.

Of course it is easy for theatre to point the finger from a distance, but this drama represents less an indictment than a cry for help from all sides. The members of the Drum Studio are doing puppy dog eyes at a service by holding up the mirror, that's all.

Patrick Carnegie at Covent Garden and the Coliseum
The main thing, no doubt, is that...

One was either so annoyed or bored by the staging as to long for something shocking to happen, especially for the Polonius-like Idameneo (sung musically but with insufficient fire by Stuart Burrows) to leap into the sea through the gaping mouth of a high-diving-board stage, or for Elektra to cover the stage with vomit. The music was securely decent but less than the Idameneo and Ilea end up lying on top of one another on the execution

Michael Trend

Bergman's whodunit

Michael Young reviews William Blake at

fact that Blake felt deeply that contemporary events is more evident in his art. However, comments he makes to make it shrouded in a series of metaphors. We have the fiery image of a symbol of eighteenth-century, the Whore of Babylon, a symbol of the Roman Catholicism he hated, and a naked figure Newton, who, by leading to reduce the world to mathematical terms, becomes a symbol of rational science.

To see Blake's art totally in light is to ignore the intense mysticism which permeated his work. In a neo-Platonic he believed that through the

J. Hart

the theatre deal in our most basic human reality without religious or ideological cluttering. I have recently seen three versions of the drama of Dr Faustus, referred to as If we have contemporary terms of our own world might, to express spiritual struggle. Some people might reply that Marlowe is all our contemporary and that the Christian metaphysics still structures our universe. I think that misses the point for Marlowe's currency that religion has, is that in the theatre that one finds the struggle. My bet is that none of the directors of these plays is a church-going Christian.

as if the actual struggle is access to artistic pretence.

In a different way this rare, acting was matched by the story played by Barry Smith's Theatre Puppets. Set up in a large P and Judy box, this show provoked more tension in the studio than at Warwick University (and touring) than many of us could have thought possible. Nevertheless, this was the folk, knockabout version featuring about 40 different characters, including superb vignettes of those normally problematic creatures, the demons and perverted vices.

It was interesting, and the roles seemed blurred. We were four actors, some of whom played a number of parts with changes of costume from their snow scene. The film presents also to take its place in the 1970s in the struggle for un- language for that which transcends not only theatre but real life and death.

opera's presentations bring these advantages and hazards to the fore: plenty of time to the chorus; dramatic touches only on the charm of the orchestra—pit-and-orchestra solo voices—King's and Queen's schools of voice have been enough to mount Vaughan Williams' *Utopia*. The *Pilgrim's* progress in the pit—and to invite the audience to attend.

Williams compiled the text from biblical sources, as from the Bible, in order to make the text a pleasure many difficult to follow, and the musical text divided his admirers.

It is a mammoth work which the composer over 40 years to pile: to sustain such large to an all-pupil performance easy task.

The tableaux depicting scenes of the Pilgrim's journey were from outside the stage on scaffolding to a gateway built on the uniform. The cost of mounting demanded from the Pilgrim Doughty-Pratt, presented a great musical challenge, a performance clearly inspired by the cast with confidence. But for sureness of sound, Woodcutters' Boy, Mr and Mrs Ends and the Three young couples. Production by the Elford, and Martin conducted with clarity assurance.

Dennis

[illegible]

Dada and Surrealism are shot through with contradictions. Not infrequently we are confronted with sublime intentions and banal results, and it is to the credit of this film that it recognizes this even down to the material it uses. A hilarious clip from the 1968 John Bankwell-Marcel Duchamp interview is an obvious example.

Despite the bathos, Dada and Surrealism had their beginnings in disgust at the outrage of the First World War. The film opens with the information that by 1916 three million people had died. It closes with the deaths of Breton and Duchamp, 50 years or so later. During that time disgust had given way to celebration. Today, Duchamp, Breton and their colleagues are forgotten.

Unlike Cubism, the only rival art movement of this century, which grew out of a completely private, even esoteric, interest, into an international force, Dada and Surrealism took issue with society from the beginning. Despite the frequently repeated statement that Dada was anarchic and chaotic in its protest, the film reveals just how focused it was, in Berlin at least.

Study Case

The "documents" in Wilbur Weaver's handsome (if prohibitively expensive) book consists of 31 plates, 54 of which are in colour and more than 500 extracts from contemporary texts. Most of the material is unfamiliar, and it builds a picture of the bear of Busseto that is as balanced and vivid as any could be without the music.



Right: Christ in the sepulchre, guarded by angels (c 1805).

The Open University's new third-

The Open University's new third-level course on "Education and the urban environment" explores such controversial and topical subjects as racism, the "inner city" child, multiple deprivation in the inner city, education and work, and participation in educational government. And the accompanying television programmes, transmitted on BBC 2 at roughly monthly intervals, should require the attention of eavesdropping viewers, if not with the early-morning transmissions (Tuesdays, 07.30), at least with the Saturday luncheon repeats.

The first programme, shown last Wednesday, illustrates patterns of urban development through a study of the changes wrought by the blitz and subsequent economic and social forces, upon dockland and surrounding areas of Tower Hamlets. The concern is not with education as such, but with the social conditions, impinging upon schools and their pupils—the "cultural dislocation" resulting from a change of pace so fast that people could not keep up.

Through visual evidence and interviews—concentrating on articulate local experts rather than typical residents, apart from one dockworker—the programme offers a lucid analysis of the area's problems, together with a valuable historical context. It aptly illustrates the area's experience of "ethnic succession," the successive waves of immigrants replace earlier groups who have moved up and out—with the example of the Spitalfield building, originally designed as a church for Huguenot weavers, that became successively a synagogue and now a mosque.

Later promising programmes include studies of the racial situation in Atlanta (*Too Busy to Hate*) reported Saturday, April 22), youth employment schemes in Middlesex (May 30), parental involvement in school curriculum decisions in the Bronx (*Parents Make the Difference*, Saturday, July 22) and multi-cultural educational projects in Toronto (*We're All Immigrants*, Saturday, July 10).

Meanwhile, the accompanying radio programmes include contributions by Gerry Fowler, MP, and Geoffrey Holland about your employment (Thursday, May 2 18.05, Radio 3 VHF) and several programmes by veteran producers Charles Parker.

Elbowed into 1978 by the pressure of examinations. Tri-

school's production of Shakespeare's little-known last play managed nevertheless to achieve Jubilee atmospheres. From the very-scarlet richness of the tickets to the brilliant last scene when the gorgeously coloured "cast of thousands" made their final bow, everything was of epic proportions.

The play, which is not one of Shakespeare's greatest, managed to hold the full house of the theatre throughout its three and a half hours; providing us with the drama, Tudor dance to robust music of the period, in the course of which convincingly, comically, and even bullen captured the King. Nor did this ambitious team balk at the difficult vision of a scene of Katharine of Aragon which, despite the problems of the stage, was sweet as

We were also presented with some nicely unruly crowd scenes where peasant children and the swarmed in realistically dirty tunics and holed kirtles—though the bare feet were perhaps a little clean for the part.

Even the good King himself benefited from the prodigality of the production. Since two actresses had produced of equal excellence as Aragon, one one but two Katherine of Aragon, taking the part on alternate performances and coming together for the final curtain.

Francesca Greene